

Recommendations by the Accreditation Team and Report of the Accreditation Visit for Professional Preparation Programs at San Diego State University

Professional Services Division

May 12, 2003

Overview of This Report

This agenda report includes the findings of the Accreditation Team visit conducted at San Diego State University. The report of the team presents the findings based upon reading the Institutional Self-Study Reports, review of supporting documentation and interviews with representative constituencies. On the basis of the report, an accreditation recommendation is made for the institution.

Accreditation Recommendations

- (1) The Team recommends that, based on the attached Accreditation Team Report, the Committee on Accreditation make the following accreditation decision for San Diego State University and all of its credential programs: **ACCREDITATION WITH TECHNICAL STIPULATIONS**

On the basis of this recommendation, the institution is authorized to recommend candidates for the following Credentials:

- Administrative Services Credential
 - Preliminary
 - Professional
- Clinical Rehabilitative Services Credential
 - Language Speech and Hearing
- Education Specialist Credentials -
 - Preliminary Level I
 - Deaf and Hard of Hearing
 - Early Childhood Special Education
 - Mild/Moderate Disabilities
 - Mild/Moderate Disabilities Internship
 - Moderate/Severe Disabilities
 - Moderate/Severe Disabilities Internship
 - Physical and Health Impairments
 - Professional Level II
 - Deaf and Hard of Hearing
 - Early Childhood Special Education
 - Mild/Moderate Disabilities

Moderate/Severe Disabilities

- Health Services (School Nurse) Credential
- Multiple Subject Credential
 - Multiple Subject
 - BCLAD Emphasis (Spanish)
 - Multiple Subject Internship
- Pupil Personnel Services Credential
 - School Counseling
 - School Psychology
 - School Psychology Internship
 - School Social Work
 - Child Welfare and Attendance
- Reading and Language Arts Specialist Credential
 - Reading Certificate
 - Reading and Language Arts Specialist
- Single Subject Credential
 - Single Subject Credential
 - BCLAD Emphasis (Korean, Spanish)

(2) Staff recommends that:

- The institution's response to the preconditions be accepted
- San Diego State University be permitted to propose new credential programs for approval by the Committee on Accreditation.
- San Diego State University be placed on the schedule of accreditation visits for the 2007-2008 academic year subject to the continuation of the present schedule of accreditation visits by both the National Council for the Accreditation of Teacher Education and the California Commission on Teacher Credentialing.

Background Information

San Diego State University is one of 23 campuses in the California State University System and is one of the largest institutions in the state. San Diego State University has its main campus in San Diego and a second campus in Imperial Valley. San Diego State University is ethnically diverse. At the main campus, more than 40% of the student population comes from traditionally underrepresented groups and on the Imperial Valley Campus over 90%. As of fall 2001, 'non-white' students in the Unit comprise 39% of the undergraduate candidates and 27% of the graduate candidates enrolled on the San Diego campus. At the Imperial Valley campus, over 85% of undergraduate candidates and over 70% of graduate candidates are non-white.

San Diego State University (SDSU), founded as a normal school in 1897, is the oldest and largest institution of higher education in the San Diego region. As of fall 2001, this publicly supported University enrolled 33,285 (26,455 full time equivalent) students and an additional 901 (567 full time equivalent) students at its Imperial Valley Campus located at Calexico, on the Mexican border. SDSU has grown to assume a comprehensive mission, offering bachelor's degrees in 78 areas, master's degrees in 62, and doctorates in 14. As a member of the California State University System, SDSU is authorized to offer the doctorate only in partnership with another institution. SDSU is designated a Doctoral/Research University-Intensive by the Carnegie Foundation. Located only a few miles from the center of San Diego, SDSU is an urban University with a primarily commuter student population. The Imperial Valley Campus was begun as a two-year upper division campus established in 1959 by an act of the State Legislature. It currently offers the last two years of undergraduate education and graduate and credential programs for teacher education.

The mission of SDSU is to “provide a well-balanced, high quality education for undergraduate and graduate students and to contribute to knowledge and the solution of problems through excellence and distinction in teaching, research and service. The University shall impart an appropriate and broad understanding of human experience throughout the world and the ages.”

SDSU's academic programs are organized by seven colleges, the Colleges of Arts and Letters, Sciences, Education, Health and Human Services, Professional Studies and Fine Arts, Engineering, and Business Administration. In addition, the Division of Graduate and Research Affairs, Enrollment Services, the Library, Instructional Technology Services, the College of Extended Studies, and the Imperial Valley Campus report to the Provost.

The Unit is composed of the College of Education, the College of Health and Human Services, and the Imperial Valley Campus, each of which offers credential and other programs for professional development for educators. The College of Education provides much of the leadership for the Unit with collaboration with the College of Health and Human Services and the Imperial Valley Campus in delivery of programs for teachers and other school professionals. Recommendations for school credentials are all made through the College of Education.

The College of Education (COE) identifies as its primary mission the “preparation of personnel for a variety of societal service delivery and leadership roles across a range of settings including K-12 schools, post-secondary institutions, social service agencies, and vocational rehabilitation organizations.” The COE is organized in six departments (Administration, Rehabilitation, and Postsecondary Education; Counseling and School Psychology; Educational Leadership; Educational Technology; Policy Studies in Language and Cross-Cultural Education; and Special Education) and one school, the School of Teacher Education. Teacher education programs at the Imperial Valley Campus report to the Dean of the COE as well as to the Campus Dean. There are 1,488 students enrolled in initial and 540 students, in advanced credential programs offered through the COE. Graduate degree students of the COE included 1,385 enrolled in master's programs and 137 in doctoral programs offered jointly with Claremont Graduate University, University of San Diego, and University of California, San Diego. In some programs, a master's degree is required to earn a credential.

Credential programs offered through the College of Health and Human Services include programs for school nurses; school social workers; and language, speech, and hearing specialists. There are 152 students were enrolled in these programs.

SDSU teacher preparation programs include initial programs for teachers offered at the post-baccalaureate level and also recently instituted “blended programs.” SDSU has started a five-year blended program for undergraduate candidates seeking the multiple subject (elementary) credential, but there are not yet any program graduates. Initial credential programs are offered through the School of Education for multiple subject (elementary) and single subject (secondary) candidates; through the Department of Policy Studies in Language and Cross-Cultural Education for multiple subject bilingual and single subject bilingual candidates; and through the Department of Special Education for Level I candidates in several categorical areas. Admission to a teacher credential program requires completion of a bachelor’s degree and an appropriate academic major. Currently, SDSU has approved majors in Liberal Studies for multiple subject candidates and for single subject candidates in Business, English, Foreign Languages (Spanish and Latin), Mathematics, Music, Physical Education, Science (Biology, Chemistry, Geosciences and Physics) and Social Science.

Unlike many California institutions, SDSU (main campus) offers relatively few programs for initial candidates who are simultaneously employed as teachers. Internship programs are offered, however, for Multiple and Single Subject credential candidates and in Special Education at the Imperial Valley Campus and for several categorical areas of Special Education in San Diego in collaboration with the San Diego Unified and Sweetwater Union High School Districts. In its other initial programs, SDSU requires that candidates be involved in two semesters of field placement in the classrooms of cooperating teachers.

The master’s degree is required for the credential for advanced programs in Counseling, School Psychology, Reading, Speech-Language Pathology, and Audiology, where the doctorate is becoming an expectation. In other fields, such as Nursing and Social Work, credential requirements fall just short of those required for a master’s degree. In Educational Administration and Special Education, California offers Level I and Level II credentials for which the Level II credential programs is similar to what is required for the master’s degree. Most of the master’s degrees offered by the School of Teacher Education and some offered by the Department of Policy Studies in Language and Cross-Cultural Education are advanced programs designed to enhance the knowledge and skills of career professional teachers.

Merged COA and NCATE Visit

This was a continuing accreditation visit by the National Council for Accreditation of Teacher Education (NCATE). The visit merged the accreditation processes of the Committee on Accreditation (COA) and the National Council for the Accreditation of Teacher Education (NCATE) according to the approved protocol. The Accreditation Team, which included membership from the COA and NCATE, received a single Institutional Self-Study Report, worked from a common interview schedule, and collaborated on all decisions related to accreditation standards.

The merged visit was based upon the partnership agreement reached between the COA and NCATE. The first partnership agreement was developed and signed in 1989. The Partnership was revised and renewed in 1996 and subsequently revised and renewed in 2001. The Partnership Agreement requires that all California universities who are NCATE accredited participate in reviews that are merged with the State's accreditation process. The agreement allows the university the option to respond to the NCATE 2000 Standards, provided that the Commission's Common Standards are addressed in the context of that response. It also allows the subsequent accreditation team report to be written based upon those standards. San Diego State University exercised that option. In addition, the institution must respond to all appropriate Program Standards. The agreement also states that the teams will be merged, will share common information and interview schedules, and will collect data and reach conclusions about the quality of the programs in a collaborative manner. However, the accreditation team will take the common data collected by the team and adapt it according to the needs of the respective accrediting bodies. This is because the NCATE Unit Accreditation Board needs a report that uses the familiar language and format of the NCATE standards rather than the language that is needed for the COA (i.e., information about Common Standards and Program Standards.) As with the previous partnership agreements, universities are not required to submit folios to the NCATE-affiliated professional associations if they are part of a state partnership.

Preparation for the Accreditation Visit

The Commission staff consultant, Michael McKibbin, was assigned to the institution in Spring 2001. He was assisted by Jan Jones-Wadsworth. Over the next two years, there were numerous phone conversations and two meetings with faculty, program directors and institutional administration. The visit was originally scheduled for Fall of 2002, but was subsequently delayed at the request of the university until Spring 2003. The meetings led to decisions about team size, team configuration, standards to be used, format for the institutional self-study report, interview schedule, logistical and organizational arrangements. In addition, telephone, e-mail and regular mail communication was maintained between the staff consultant and institutional representatives.

The Team Leader (Co-chair for the visit), Dr. Robert Monke, was selected in Fall 2002. The Chair of the NCATE Board of Examiners (Co-chair for the visit), Dr. Mary Harris was assigned in January 2003. The team size agreement was completed on October 22, 2002. On February 10, 2003, the team co-chairs and the staff consultant met with the representatives of San Diego State University to make final determinations about the interview schedule, the template for the visit and any remaining organizational details. One of the results of that meeting was to increase the size of the team by one member at the request of the NCATE co-chair.

Preparation of the Institutional Self-Study Report

The Institutional Self-Study Report was prepared beginning with responses to the NCATE unit standards and appropriate references to the California Common Standards. This was followed by separate responses to the Program Standards. For each program area, the institution decided which of the five options in the *Accreditation*

Framework would be used for responses to the Program Standards. Institutional personnel decided to respond using Option One, California Program Standards, for all program areas.

Selection and Composition of the Accreditation Team

Decisions about the structure and size of the team were made cooperatively between the Dean and Faculty of the College Education and the Commission Consultant. It was agreed that there would be a team of twenty-four consisting of a Team Leader; a Common Standards Cluster that would include five NCATE members and two COA members; a Basic Credential Cluster of five members; a Specialist Credential Cluster of five members, an Administration/School Nurse Services Cluster of three members and a Pupil Personnel Services Credential Cluster of three members. The Dean and Consultant assigned each credential program to one of the program clusters. The Commission Consultant then selected the team members to participate in the review. Team members were selected because of their expertise, experience and adaptability, and training in the use of the *Accreditation Framework* and experience in merged accreditation visits. One member of the Specialist Cluster and one member of the first Services Cluster were not able to attend the visit for personal and illness reasons. In each case their responsibilities were shared among the remaining team members.

The COA Team Leader and the Chair of the NCATE Board of Examiners served as Co-Chairs of the visit. Each member of the COA/NCATE Common Standards Cluster examined primarily the University's responses to the NCATE Standards/Common Standards but also considered the Program Standards for each credential area. Members of the Basic, Specialist and Services Clusters primarily evaluated the institution's responses to the Program Standards for their respective areas but also considered unit issues.

Intensive Evaluation of Program Data

Prior to the accreditation visit, team members received copies of the appropriate institutional reports and information from Commission staff on how to prepare for the visit. The on-site phase of the review began on Saturday, March 22. The Team Leader and members of the Common Standards Cluster and CCTC staff arrived on Saturday afternoon and begin their deliberations with the NCATE team members. It included orientation to the accreditation procedures and organizational arrangements for both the COA and NCATE team members. On Sunday morning, March 23, the Common Standards Cluster examined documents on the campus. The remainder of the team arrived on Sunday afternoon with a meeting of the entire team followed by organizational meetings of the clusters. The institution sponsored a working dinner on Sunday evening to provide an orientation to the institution.

On Monday and Tuesday, March 24 and 25, the team collected data from interviews and reviewed institutional documents according to procedures outlined in the *Accreditation Handbook*. The institution arranged to transport members of the team to the Imperial Valley campus where classes are held, and to various local school sites and clinics used for instructional, field experience and collaborative activities. There was extensive consultation among the members of all clusters, and much sharing of

information. Lunch on Monday and Tuesday was spent sharing data that had been gathered from interviews and document review. The entire team met on Monday evening to discuss progress the first day and share information about findings. On Tuesday morning, the team Co-chairs met with institutional leadership for a mid-visit status report. This provided an opportunity to identify areas in which the team had concerns and for which additional information was being sought. Tuesday evening and Wednesday morning were set aside for additional team meetings and the writing of the team report. During those work sessions, cluster members shared and checked their data with members of other clusters and particularly with the Common Standards Cluster, since the NCATE/Common Standards findings also affected each of the Program Clusters.

Preparation of the Accreditation Team Report

Pursuant to the *Accreditation Framework*, and the *Accreditation Handbook*, the team prepared a report using a narrative format. For each of the NCATE/Common Standards, the team made a decision of "Standard Met" or "Standard Not Met." The team had the option of deciding that some of the standards were "Met Minimally" with either Quantitative or Qualitative Concerns. The team then wrote specific narrative comments about each standard providing a finding or rationale for its decision and then noted particular Strengths beyond the narrative supporting the findings on the standards and Concerns beyond the narrative supporting the findings on the standard.

For each separate program area, the team prepared a narrative report about the program standards pointing out any standards that were not met or not fully met and included explanatory information about findings related to the program standards. The team noted particular Strengths beyond the narrative supporting the findings on the standards and Concerns not rising to the level of finding a standard less than fully met.

The team included some "Professional Comments" at the end of the report for consideration by the institution. These comments are to be considered as consultative advice from the team members, but are not binding of the institution. They are not considered as a part of the accreditation recommendation of the team.

Accreditation Decisions by the Team

After the report was drafted, the entire team met Wednesday morning for a final review of the report and a decision about the results of the visit. The team discussed each NCATE/Common Standard and decided that all standards were fully met.

The decision to recommend Accreditation with Technical Stipulations was based on team consensus that the NCATE/Common Standards were met with one standard (Standard #6, Unit to Governance and Resources) was met with qualitative concerns. The team also found that Multiple Subject/Single Subject Program Standards all standards were met except for Standards 8A: Pedagogical Preparation for Subject Specific Content Instruction by Multiple Subject Candidates; 8B Pedagogical Preparation for Subject Specific Content by Single Subject Candidates and; Standard 16, Selection of Field Work Sites and Qualifications of Field Supervisors were met with qualitative concerns. In addition to this, in the Education Specialist, Physical and

Health Impairments Credential Program, Level One, Core Standard 17 was met minimally with quantitative concerns.

The team then specifically discussed each program area and decided that all other Program Standards that were fully met, The strengths and concerns related to each credential program were also reviewed. Even though there were five standards less than fully met, and some concerns were identified, the team determined that there were numerous compensating strengths both institution-wide and in all program areas. The team concluded that all individual credential programs were strong, effective and of high quality, and that all of the concerns were technical in nature.

The team made its accreditation recommendation based on its findings and the policies set forth in the *Accreditation Handbook*. The team decided on an accreditation recommendation for the institution. The options were: "Accreditation," "Accreditation with Technical Stipulations," "Accreditation with Substantive Stipulations," "Accreditation with Probationary Stipulations," or "Denial of Accreditation." After thorough discussion, the entire team voted to recommend the status of "**Accreditation with Technical Stipulations.**" The recommendation for "Accreditation with Technical Stipulations" was based on the unanimous agreement of the team and that the overall evidence clearly supported the accreditation recommendation.

**CALIFORNIA COMMISSION ON TEACHER CREDENTIALING
COMMITTEE ON ACCREDITATION
ACCREDITATION TEAM REPORT**

INSTITUTION: San Diego State University

DATES OF VISIT: March 22-26, 2003

**ACCREDITATION TEAM
RECOMMENDATION:** ACCREDITATION WITH TECHNICAL
STIPULATIONS

RATIONALE:

The recommendation pertaining to the accreditation status of San Diego State University and all of its credential programs was determined according to the following:

NCATE's SIX STANDARDS AND CONCEPTUAL FRAMEWORK: The university elected to use the NCATE format and to write to NCATE's unit standards to meet the COA Common Standards requirement. There was extensive cross-referencing to the COA Common Standards. Also, the corresponding part of this team report utilizes the NCATE standards and format. The total team, NCATE and COA, reviewed each element of the six NCATE Standards, added appropriate areas of the Common Standards, and voted as to whether the standard was met, not met, or met with weaknesses.

PROGRAM STANDARDS: Team clusters for (1) Basic credential programs, (2) Education Specialist credentials, and (3) Services credentials reviewed all data regarding those credential programs. Appropriate information and findings were provided by other team members to each of the clusters. Following discussion of each program the total team, NCATE and COA, decided whether the program standards were either met, met minimally, or not met.

ACCREDITATION RECOMMENDATION: The decision to recommend accreditation with Technical Stipulations was based on team consensus that the (6) NCATE standards were met with one standard (Standard #6, Unit to Governance and Resources) was met with qualitative concerns. The team also found that Multiple Subject/Single Subject Program Standards 8A: Pedagogical Preparation for Subject Specific Content Instruction by Multiple Subject Candidates; 8B Pedagogical Preparation for Subject Specific Content by Single Subject Candidates and; Standard 16, Selection of Field Work Sites and Qualifications of Field Supervisors were all met with qualitative concerns. In addition to this, in the Education Specialist, Physical and Health Impairments Credential Program, Level One, Core Standard 17 was met minimally with quantitative concerns.

TEAM MEMBERSHIP

CO-CHAIRS

Robert H. Monke

COA Chair

California State University, Fresno

Mary M. Harris

NCATE Chair, Common Standards Cluster Leader

University of North Texas

COMMON STANDARDS/NCATE STANDARDS CLUSTER:

Ethel Young

Kean University (New Jersey)

Carmen Peters

Education Minnesota

Janice Poda

South Carolina Department of Education

Patricia Exner

Louisiana State University and A & M College

Juan Flores

California State University, Stanislaus

Doug Robinson

Simi Valley Unified School District

BASIC CREDENTIAL CLUSTER:

Mark Carey

Cluster Leader

Davis Joint Unified School District

Rosemary Fahey

Chapman University

David Simmons

Ventura County Office of Superintendent of Schools

Gloria Guzman Johannsen

California State Polytechnic University, Pomona

Katy Gould Anderson

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SPECIAL EDUCATION

Linda Smetana

California State University, Hayward

Sharon Jarrett

Los Angeles Unified School District

Satoko Davidson

Vallejo City Unified School District

Terry Saenz

California State University, Fullerton

SCHOOL ADMINISTRATION

Cameron McCune

Fullerton Unified School District

SCHOOL NURSE

Pat Ghiglieri

Folsom Cordova Unified School District

PUPIL PERSONNEL SERVICES

Marcia Weill

Folsom Cordova Unified School District

Alex Pulido

California State University, Los Angeles

LaVerne Aguirre-Parmley

Alum Rock Union Elementary School District

DATA SOURCES		
INTERVIEWS CONDUCTED		DOCUMENTS REVIEWED
Program Faculty	183	Catalog
Institutional Administration	57	Institutional Self Study
Candidates	494	Course Syllabi
Graduates	167	Candidate Files
Employers of Graduates	32	Fieldwork Handbook
Supervising Practitioners	119	Follow-up Survey Results
Advisors	28	Needs Analysis Results
School Administrators	35	Information Booklet
Credential Analyst	3	Field Experience Notebook
Advisory Committee	27	Schedule of Classes
Teacher Recruitment	3	Advisement Documents
Librarian	2	Faculty Vitae
Subject Matter Faculty	5	Adjunct Faculty Files
		Budgets
		Budget Report
		Faculty Handbook
		Program Advising Minutes
		Student Evaluation of Faculty
		Student Placement Files
		Full and Part-Time Faculty Ethnicity
		Final Program Exams
		Final Course Exams
		Faculty Evaluations (Institutional)
TOTAL INTERVIEWS	1155	

Note: In some cases, individuals were interviewed by more than one cluster (especially faculty) because of multiple roles. Thus, the number of interviews conducted exceeds the actual number of individuals interviewed.

NCATE STANDARDS/CCTC COMMON STANDARDS

STANDARD 1: Candidate Knowledge, Skills, and Dispositions

Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

A. Level: Initial and Advanced

B. Findings

Content Knowledge for Teacher Candidate

The College of Education at San Diego State University offers beginning and advanced teacher preparation in the following areas:

Multiple Subject Teaching Credential

Single Subject Teaching Credential

Multiple Subject Teaching Credential (Bilingual)

Single Subject Teaching Credential (Bilingual)

Education Specialist Credential: Mild/Moderate Disabilities

Education Specialist Credential: Moderate/Severe Disabilities

Education Specialist Credential: Mild/Moderate Physical and Health Impairments

Education Specialist Credential: Early Childhood Special Education

Master of Arts in Education in the following concentrations:

- Elementary Curriculum and Instruction
- Secondary Curriculum and Instruction
- Reading Education
- Policy Studies in Language and Cross-Cultural Education
- Special Education

The College also offers the Ph.D. (jointly with Claremont Graduate University) the Ph.D. in Mathematics and Science Education (jointly with the University of California, San Diego), and the Ed.D. (jointly with the University of San Diego).

Candidates completing programs offered at San Diego State University for initial and advanced preparation know the subject matter they plan to teach and can explain important principles and concepts delineated in professional state and institutional standards. In California, teacher candidates are expected to establish a subject-matter foundation through completion of an appropriate baccalaureate degree program prior to admission to the credential program. The professional preparation program builds upon this base, developing pedagogical content knowledge as well as an understanding of the academic content standards applicable to students in elementary and secondary schools.

As a condition of admission to the Multiple Subject Teaching Credential program, a candidate must currently verify subject matter competency in those subjects commonly taught in self contained classrooms either by successful completion of the Liberal Studies major, at San Diego

State, or its equivalent at another California teacher training institution, or by earning a passing score on the PRAXIS Multiple Subjects Assessment for Teachers (MSAT). Effective Spring of 2003 MSAT will be replaced by the CSET (California Subject Examinations for Teachers) and its content is based on the California Student Academic Content Standards.

As a condition of admission to an SDSU program of professional preparation for the Single Subject Teaching Credential, a candidate must verify subject matter competency in a specified single subject area by completion of an approved program, through a university assessment process which consists of reviewing coursework for completion of an approved teaching major or its equivalent at SDSU or another approved California institute of higher education, or a passing score on the appropriate PRAXIS Single Subject Assessment for Teachers (SSAT).

As reported in the Annual Report on California Teacher Preparation Programs, Academic Year 2001-2002, 98% of San Diego State University's teacher preparation program completers passed all external performance measures. One hundred percent of 707 program completers passed the California Basic Educational Skills Test (CBEST) required for admission to teacher preparation programs. Ninety-seven percent passed the Reading Instruction Competence Assessment (RICA) required for initial credentialing as an elementary or special education teacher. Ninety-nine percent passed the PRAXIS exam required of candidates not meeting subject matter content knowledge requirements based upon their undergraduate program of study. Each of these equaled or exceeded the California average.

Based on survey responses from both the novice teachers and their school supervisors, the 2002 report of the recently developed CSU Systemwide Evaluation of Teacher Preparation Programs indicates a high degree of preparedness with respect to academic content knowledge, pedagogical content knowledge, and professional skills and disposition on the part of recent graduates of San Diego State University teacher preparation programs.

Students complete the subject matter programs for the subject matter that the student will be teaching, or they take and pass the SSAT Praxis or the MSAT to verify subject matter preparation. In addition, the Liberal Studies Program requires students to develop a comprehensive portfolio in which they integrate the knowledge base that they have acquired through the program. Data shared by the Liberal studies coordinator indicate that approximately 90% of students pass the portfolio assessment. In addition, 50% of students who complete the waiver program go on to do their credential program in SDSU, another 25% go on to do their credential programs at other campuses, and another 25% do not continue with teacher preparation.

Content Knowledge for Other Professional School Personnel

Advanced level candidates prepare for other professional school roles in the following credential areas: Administrative Services (Preliminary, Professional); School Counseling; School Psychologist; Reading/Language Arts Specialist; School Nursing Services; Pupil Personnel Services (School Social Work, Child Welfare and Attendance); Clinical Rehabilitative Services/Language, Speech, and Hearing; and Education Specialist for the Deaf and Hard of Hearing. Candidates must meet requirements set forth by the Graduate School at San Diego State University and by individual departments. These individual requirements demonstrate a basic knowledge foundation and range from a liberal arts degree (Social Work) to prior experience in K-12 schools (Educational Leadership) to licensure as a registered nurse (School

Nursing). Candidates are required to maintain a 2.75-3.0 grade point average in all coursework, depending on the program.

Curricular content of each program reflects state standards, as well as those of appropriate accrediting agencies (ASHA, CACREP, Commission on Nursing Accreditation, NASP, etc.). Course syllabi and related field experiences emphasize candidate mastery of content and application of principles and concepts delineated in professional, state, and institutional standards. Interviews with candidates, clinical supervisors, recent graduates, and employers indicated widespread satisfaction with content preparation.

Pedagogical Content Knowledge for Teacher Candidates

Programs of professional preparation of elementary teacher candidates at SDSU are designed to develop each candidate's understanding of pedagogical content knowledge through specific coursework in reading/language arts, mathematics, science, and history-social science teaching methods.

Candidates preparing to teach English, mathematics, science, or history-social science in the high school settings complete coursework in reading/language arts methods appropriate to the content areas as well as methods courses specifically focused on their discipline. A general methods course is offered for teachers candidates completing requirements for a credential in single subject areas other than in English, Mathematics, Science, or History-Social Science.

Senate Bill 2042 requires all preliminary multiple and single subject credential program candidates to pass a teaching performance assessment (TPA). Professional teacher preparation program may use the California Commission on Teacher Credentialing (CCTC) prototype, which is currently under development, or they may develop their own assessment. SDSU has been participating in the pilot testing phase of development of the TPA. In addition, SDSU has been participating in a consortium of Universities that has been developing an alternative process, the Performance Assessment for California Teachers (PACT), and has not yet determined which of these two assessments will be adopted for use by the College of Education.

Issues regarding technology – Some concerns were identified among faculty in some programs regarding the availability of technologically “smart” classes. This concern relates to University based classes as well as field based classes that are taught in school districts. This lack of technologically appropriate classrooms may impede the delivery of pedagogical content knowledge for teacher candidates.

There were also concerns expressed regarding the unevenness of the curriculum in the multiple and single subject credential programs. Students regularly mentioned their concerns regarding the unevenness of the History/Social Studies pedagogical courses in the cohort classes. Students also expressed that they were not instructed in their responsibilities regarding teaching various content standards/areas including the Visual and Performing Arts Content Standards and the Health Content Standards. This impacts the ability of their students to be effective classroom teachers.

Professional Knowledge and Skills for Teacher Candidates

Professional and pedagogical knowledge which is to be developed in candidates for California teaching credentials and that represents the SDSU teacher preparation programs is described in detail in California's Teacher Performance Expectations as follows:

TPE 1: Specific Pedagogical Skills for Subject Matter Instruction
TPE 2: Monitoring Student Learning During Instruction
TPE 3: Interpretation and Use of Assessments
TPE 4: Making Content Accessible
TPE 5: Student Engagement
TPE 6: Developmentally Appropriate Teaching Practices
TPE 7: Teaching English Learners
TPE 8: Learning About Students
TPE 9: Instructional Planning
TPE 10: Instructional Time
TPE 11: Social Environment
TPE 12: Professional, Legal, and Ethical Obligations
TPE 13: Professional Growth

The teacher preparation programs of SDSU have aligned their courses and field experiences with California's Teacher Performance Expectations. The examined syllabi reflect integration of the Teacher Performance Expectations. The credential programs at SDSU have gone through the early program approval process with CCTC in compliance with SB 2042, and students will be required to demonstrate their knowledge of the competencies in the TPE's.

Professional Knowledge and Skills for Other School Personnel

These candidates exit their programs with a thorough understanding of their chosen fields. Coursework, portfolios, and clinical practice emerging from programmatic themes enable them to articulate and demonstrate central concepts embedded in professional and state standards; how inquiry informs practice; and the importance of school, family, and community context in supporting student learning through professional services. An example of programmatic themes can be found in the Educational Leadership program, which emphasizes the following five strands: Organizational/Cultural Environments, Dynamics of Strategic Issues Management, Ethical/Reflective Leadership; Analysis and Development of Public Policy, Management Information Systems, and Human and Physical Resources. Additionally, skill development in technology and research is required in all programs.

Disposition for All Candidates

Professional preparation programs offered by San Diego State University seek to promote dispositions appropriate for all educators, with particular concern for attitudes and understanding that are relevant to service in diverse settings, including high expectations for all students and a commitment to help all students reach their maximum. All credential programs addressed dispositions in the institution response, and each program responded according to their professional perspective. Some programs addressed disposition in relation to TPE 12: Professional, Legal, and Ethical Obligations; and TPE 13: Professional Growth. The teacher preparation program in the Department of Policy Studies created two additional standards, TPE 14, The candidate will employ curriculum and teaching strategies that build on the theoretical framework used by the BCLAD credential, which speaks directly to issues of bi-literacy and bi-cognition; and TPE 15, "The candidate will accept the educational validity of a bilingual/bicultural student's home and community environment, see language differences as representing valid means of communication, and promote bi-culturalism as a primary element in the education of the culturally and linguistically diverse student.

Some programs were consistent and systematic in their assessment of disposition of candidates and presented documentation of their plan in the evidence box. Other programs were less consistent in their assessment of candidate disposition, and I was unable to find documentation of their plan in the evidence box. Most programs made reference to the use of principles for professional ethics in their professional associations.

Dispositions expected in programs preparing other school personnel are program-specific and often based on the appropriate accrediting agency's code of ethics. Course content as well as evaluations of field experiences and clinical practice reflects the importance of these dispositions in program requirements. Some programs require candidate self-assessments which include attention to desired dispositions. School Counseling further emphasizes the value of such behaviors by requiring similar assessments of on-site supervisors both by candidates and by prospective mentors. Interviews with candidates reflected their awareness of the need to exhibit these dispositions in their work with students, families, and communities. Evaluation feedback and interviews with university faculty, on-site supervisors, and employers indicate that candidates and graduates model dispositions appropriate to their roles.

Student Learning for Teacher Candidates

Developing competence in assessing student learning with the focus on making instruction accessible to each student is a significant theme in each program of teacher preparation. In the cycle of instruction that is used in the College of Education, every lesson begins and ends with reflection. There are four phases of instruction; lesson design, implementation, assessment and reflection. Their credential candidates are taught that before a lesson can be designed the teacher must reflect on the Content Standards the lesson will address as they give the lesson both a direction and a destination. They also must reflect on the skills of the student and upon the resources available. Once this is determined, the lesson can be designed and implemented. In addition, the assessment of student learning is an integral component of any lesson, followed by teacher reflection. Finally, the credential candidate reflects on what was accomplished, what is still to be learned, and how best to modify instruction to make the standard accessible to all students. Because of the complexity of the cycle of instruction, it is taught to teacher education candidates in two phases: First, lesson study and reflection of the practice of another teacher; and second, lesson study and the reflection of one's own practice.

Bilingual teacher candidates become aware of instructional sequences and stages for direct instruction and learn to assess student learning in order to apply their teaching with greater precision for all learners. The methods instructors utilize case studies assignments for both English speaking and English language learners that include assessment of the students' academic skills, language abilities, and home background, and provide recommendations for instruction.

In Special Education programs, knowledge of basic principles and strategies of assessment is introduced in the beginning courses of the prerequisite program and emphasized throughout the courses and practical of the level 1 Curriculum. Students must demonstrate, in their culminating practica course, their ability to integrate these components into an effective instructional program, including procedures for ensuring nonbiased assessment.

Beginning in 2003-2004, the Teacher Performance Expectations TPE 2 Monitoring Student Learning during Instruction, and TPE 3 Interpretation and Use of Assessments, and Teacher performance Assessment, will provide additional data on this standard.

Student Learning for Other Professional School Personnel

As with the elements related to professional knowledge and dispositions, programs preparing other school personnel vary in assessment methodology related to candidate ability to create positive learning environments. In Educational Leadership, for example, candidates demonstrate competency in portfolio presentations. The School Psychologist program uses case management and treatment plans. In all programs, candidates demonstrate an understanding of student developmental levels; student, family, and community diversity; and the policy context in which they work.

Overall Assessment of Standard

Summary of above findings: candidates' preparing to work in schools as teachers or as other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. Knowledge bases are program-specific. Assessments indicate that candidates meet professional and state standards.

C. NCATE Team Recommendation: Standard Met

D. Areas for Improvement: None

E. State Team Decision: Standard Met

STANDARD 2. Assessment System and Unit Evaluation

The unit has an assessment system that collects and analyzes data on the applicant qualifications, the candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs.

A. Level: Initial and Advanced

B. Findings

Assessment System

The unit has an Assessment System Transition Plan which is based on practices of individual assessment of candidates in each program. The Institutional Report states, "Compilation, summary and analysis of the results of major candidate performance assessments are not typical, however." An interview with the Assessment Coordinator indicated that the unit has formulated a set of six design specifications for an assessment system which would meet the needs of the unit. The specifications are:

Specification 1: Content standards for candidate knowledge, skills and dispositions expected at admission and at program completion are specified for each program offered by the College of Education.

Specification 2.: Assessment procedures(including performance criteria, instrumentation, rubrics, assessor qualifications, and consequences for candidates failing to meet performance standards) for candidate knowledge, skills and dispositions expected at admission, prior to entry into

clinical practice, and at program completion are defined for each program offered by the College of Education.

Specification 3: For each program offered by the College of Education, criteria, instrumentation and procedures for assessment of candidate knowledge, skills and dispositions at admission, on entry into clinical practice, and at program completion have been validated for appropriateness, fairness and consistency.

Specification 4: Processes for collecting, compiling, summarizing, and analyzing admissions, pre-clinical practice, completion and in-practice assessment data at the program, department and College levels are specified and implemented.

Specification 5: Criteria and procedures for assessment of unit operations are specified and implemented.

Specification 6: Operational definitions of the five quality indicators adopted by the College of Education are established, and measurement procedures and instrumentation are described and implemented.

The Institutional Report indicates that while specifications one, two, and three are met, specifications four, five, and six provide the direction for the future development of the unit's assessment system. The Report further states, "Processes for collecting, compiling, summarizing, and analyzing admissions, pre-clinical practice, completion and in-practice assessment data at the program, department and College levels are not currently developed to a level that gives us the feedback we need either to fully document accomplishment of our goals or to inform our program improvement efforts as effectively as we would like. While we have effectively documented each candidate's attainment of our expectations for their performance, allowing us to verify their qualifications for the award of credentials or degrees, we have not generally compiled, summarized and analyzed candidate records beyond the demands of external reporting such as the requirements of Title II or AACTE."

The present evaluation practices assess candidates through multiple measures which include candidate admission data, grade point average requirements, and field experience evaluations which are primarily based on the California Standards for the Teaching Profession and Teaching Performance Expectations from the Commission on Teacher Credentialing (CCTC). Passing the California Basic Education Skills Test (CBEST) is required of all candidates and passing the Reading Instruction Competency Assessment is required of all candidates seeking the Multiple Subject credential.

The present evaluation process includes four transition points:

1. Assessment at Admission
2. Assessment Prior to Intensive Student Teaching or Clinical Practice
3. Assessment at Completion
4. Assessment in Practice

Assessment at Admission

Candidates seeking admission to teacher certification programs must demonstrate competence in subject matter through successful completion of an appropriate undergraduate major or through scores on approved tests. Candidates must submit personal narratives which address their motivation for entering the teaching profession and their dispositions. Overall qualifications are assessed which include the candidates awareness of the diversity of elementary and secondary schools in California. Interviews and letters of recommendation must be submitted.

Candidates seeking admission to other professional preparation programs must demonstrate competency in basis skills by passing the CBEST and demonstrate academic readiness by their undergraduate record and achieve a satisfactory Graduate Record Examination score if they are also seeking a masters degree and a credential. Additional admission requirements vary across programs.

Candidates applying for admission to graduate or postbaccalaureate individual programs must apply simultaneously to the Graduate Division of the university. In addition to meeting the above mentioned requirements, candidates must have maintained a 2.75 grade point average over the last 60 units attempted and have been in good standing at the last institution attended.

Assessment Prior to Intensive Student Teaching or Clinical Practice

Prior to intensive student teaching or clinical practice, all candidates are assessed through multiple measures such as coursework ,portfolios and field experience performance on knowledge, skills and dispositions specified by state and national standards.

Assessment at Completion

Assessment at completion of individual programs include exit interviews, portfolios, examinations, theses, summative assessments, standardized licensure tests, and the Reading Instruction Competency Assessment

Assessment in Practice

Candidates are assessed in practice through surveys of program graduates as part of program evaluation or program review. Employer surveys are also used when assessing candidates in practice.

Data Collection, Analysis, and Evaluation

There is evidence to show that data is being collected, analyzed and maintained at regular and systematic intervals by some of the individual programs. For example, in 1999, the Department of Special Education sought to determine the perceptions of graduates of the Department's credential and Master's degree programs regarding the quality of the preparation they received at San Diego State University. The study surveyed graduates of the Department's Level I credential programs. Written surveys requiring both quantitative and qualitative responses were returned by fifty former students. The students responded that the programs had prepared them " well" to "very well" in the content areas included in the training programs. Diversity, which is a focus area of the Department of Special Education, received high rating from all of the new teachers. Other individual programs are not collecting, analyzing or evaluating student data. Also, there is no evidence to show that the unit collects candidate performance data on a regular and consistent basis, other than data required to meet the unit's reporting responsibilities to the California Commission for Teacher Credentialing (including Title II reporting), and to NCATE and AACTE.

Use of Data for Program Improvement

There is no evidence that the unit assessment system is used to improve programs. Minutes of meetings indicate that little or no data is shared with candidates or faculty.

Overall Assessment of Standard

Meeting minutes, Unit documents, and interviews with faculty at both the initial and advanced levels revealed that a written assessment plan with a future time-line does exist and limited implementation has occurred in connection with the plan.

C. NCATE Team Recommendation: Standard Met

D. Areas for Improvement:

1. Program assessment systems are not aligned with the conceptual framework of the unit

Rationale

Exit assessments for the programs are aligned with the California standards. These standards provide one definition of “effective practice.” The emphasis of the unit conceptual framework on research and theory based practice, promising practice, and values-based practice is typically not evident in the assessment system plans of the programs.

2. At the initial and advanced levels data are not aggregated and analyzed on a systematic basis to enable program improvement.

Rationale

Although candidate performance data are systematically collected in the programs, the data are usually not systematically aggregated and analyzed. Plans for aggregation of data and for use of information technologies in implementation of the assessment system have yet to be realized. Although changes to programs have been made on the basis of feedback from school districts and from candidates, program improvement based on candidate performance data is generally not possible due to lack of aggregated data.

E. State Team Decision: Standard Met

Rationale

The equivalent state standard related to this standard is Common Standard 4: Assessment. In the state standard, more attention is directed towards performance assessment at the program level than it is for NCATE which focuses on the unit level. Therefore, the NCATE concern related to the use of aggregated data does not reach a level of concern that would result in the standard being less than fully met.

STANDARD 3. Field Experiences and Clinical Practice

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school personnel develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn.

A. Level: Initial and Advanced

B. Findings

The SDSU Colleges of Education and Health and Human Services place over 1500 degree and/or candidates annually in school districts in San Diego and Imperial counties. There are numerous school districts in the county of San Diego and Imperial County (the geographic size of Connecticut), 42 of which are used for field experiences and clinical practice for candidates.

The unit offers a wide variety of preliminary credential programs, internship preliminary credential programs, credential programs with Master's degrees, and certificate programs—29 in all. This wide variety of programs address the field experience and clinical practices component in a variety of ways. Each credential pathway incorporates a field experience or clinical practice appropriate for the credential being earned. All pathways require a regular seminar in which candidates share common experiences with other members of their cohort and receive assistance and advice from their college supervisor. Delivery and frequency of meetings varies with the needs of the pathway.

Both the College of Education and the College of Health and Human Resources believe field experience including clinical practice is an essential component of programs that prepare candidates for professional certification.

Collaboration between unit and school partners

The unit maintains partnerships with approximately 400 community agencies. Some of these partnerships, such as the City Heights Educational Pilot, tie the unit closely to the community they serve. The City Heights Block includes Professional Development schools at the elementary, middle school and high school levels. Local practitioners in these local schools work closely with the staff of the College of Education and have made suggestions and contributions that have shaped practices and policies of the College.

A brief list of some of the other collaborations the unit has are the Center for Community Counseling (provides low-cost individual, couple, and family counseling services to the San Diego community), Compact for Success (guarantees admission to all students from the Sweetwater District's graduating classes of 2006, 2007, and 2008 if they meet a series of academic benchmarks), Literacy Center (provides direct literary services to children, adolescents, and adults), and the National Center for the 21st Century Schoolhouse (focuses discussion of the interrelationship between educational programming and school facility design).

An Advisory Council, initiated three years ago, is comprised of University and local school representatives, business leaders, and community representatives. The Council reflects the diversity of the community.

Design, implementation, and evaluation of field experiences and clinical practice

Through a planned sequence of early field experiences and field-based assignments in coursework, candidates have the opportunity to observe practitioners in local schools and gradually assume responsibilities in their chosen field. Supervision/clinical faculty and school practitioners are carefully selected for their current expertise and qualifications. By the end of their field experience, candidates have taken full responsibility for teaching or other professional practices under the supervision of both unit faculty and cooperating school personnel.

Offering 29 pathways, this is a large program. To simulate a smaller setting, the program is divided into cohorts or blocks. Through dedicated and caring supervising personnel, students are given individual attention that is usually possible in only much smaller programs.

Each cohort or block has a team leader who provides leadership and coordinates meetings with school district personnel, select field sites, design field experiences, determine student placements, and assess teacher candidate progress and completion of the program requirements.

The Multiple/Single Credential program is divided into blocks. Each block is headed by a coordinator and has its own identity and personality (City Heights, Fast Track, Part-time Flex, Strategic Choices in Education, etc.) Candidates are assigned to a cooperating teacher who will oversee their field work. Procedures for selecting these cooperating teachers is uneven and varies from district to district and school to school. Interviews with current candidates and graduates from the program indicated inconsistencies in the qualifications of cooperating teachers.

Candidates in teacher preparation programs begin by observing their cooperating teacher, then work with individual and small groups of students, next work with one class of students for a selected lesson, and finally add classes of students until they have assumed full responsibility for whole-classroom daily instruction.

Special Education begins with a concentration in special education. Field experience involves introductory observation and participation opportunities across a wide range of programs, ages, and settings.

In Educational Leadership the candidate is assigned to a supervising administrator. Together as a team, they develop a field experience plan. Field experience duties are closely related to the job performance requirements of practicing administrators.

After having completed 700 hours of field experience, School Counseling candidates extend their mastery of the California Personnel Pupil Service's 16 Content Standards.

The breadth of field experiences in School Psychology allows the candidate to observe and practice a full range of school psychology roles, responsibilities, and functions. Candidates must complete a total of 900 hours of supervised field experience in schools prior to their fieldwork and an additional 300 hours as a part of it.

Health Services candidates develop several objectives in conjunction with program advisors that s/he would like to achieve during the field work experience. These objectives become the focus for the candidate's activities.

The two-year field education program in the School of Social Work requires candidates to work with a variety of students to demonstrate strategies in information gathering, assessment, treatment planning, and intervention.

During the fieldwork component of the Child Welfare and Attendance credential, students are provided with a variety of learning opportunities allowing them to use the California school attendance laws.

All candidates are given the opportunity to engage in clinical experiences in which they work with students with exceptionalities and from diverse ethnic, racial, gender, and socioeconomic groups in schools and classrooms. Candidate placements are made with attention to identifying settings in which candidates can demonstrate their knowledge and skill under the supervision of a fully-credentialed supervisor. The field experiences of both initial and advanced programs have requirements designed to meet the credential pathway of the candidate.

Candidates' development and demonstration of knowledge, skills, and dispositions to help all students learn

Student teaching candidates are assessed on the basis of comparison to the California Commission on Teacher Credentialing standards for teaching. They are evaluated formally four times during their student teaching; twice by their supervisor from the COE, and twice by their supervising teacher. In addition to these formal evaluations, candidates are also given regular feedback on their performance by their cooperating teacher and unit supervisor. Students pursuing a B/CLAD credential also complete a portfolio which demonstrates their preparation program accomplishments.

Candidates in other credential programs are assessed in various ways particular to the program. Special education candidates must receive satisfactory ratings on practical rating forms. Candidates in educational leadership must develop a portfolio and be determined competent in the 10 standards in Category V of the California Standards of Quality and Effectiveness for Preliminary Administrative Services Credential Programs. School counseling candidates must demonstrate competence, skills and knowledge that meet the California Personnel Pupil Service's 16 Specific Standards at field sites. Candidates for School Psychology credentials must prepare a portfolio, complete 2100 hours of fieldwork, and receive written endorsement by both the internship instructor and the program director. Health Services Credential candidates must demonstrate acceptable clinical performance as determined by the preceptor. In the School Social Work specialization of the PPS Credential program the Program Coordinator must determine if the candidate has adequately demonstrated skill in the field placement. Candidates in the Department of Language, Speech and Hearing Sciences must demonstrate competence in core and credential-specific standards.

Field experiences and clinical practices are designed to incorporate the theory, skills and dispositions of each program's conceptual framework. Each candidate's progress throughout the program incorporates both formative and summative assessment, and these measures of competence are required for recommendation for State certification.

Candidates examine such data as test scores, language backgrounds, and demographic information to plan their teaching or providing other services.

Overall Assessment of the Standard

All three elements of the Standard are being addressed in this program. The unit has developed numerous collaborations and partnerships with the community. Field experiences and clinical practices are a strong component of each of the credential programs. Assessment of candidate competence is structured and thorough. Candidates generally agree that the formative assessment they receive is useful in their development, and that summative assessment is uniform and fair.

C . NCATE Team Recommendation: Standard Met

D. Areas for Improvement:

Candidates and graduates in the multiple and single subject credential programs reported inconsistencies in the effectiveness of cooperating teachers and the procedures and criteria used for placing student teachers from district to district and school to school.

Rationale:

Credential program standards call for following specific criteria for selecting cooperating teachers and fieldwork sites. In order to ensure the all candidates receive fieldwork placements that meet these standards of quality, it is essential that the stated criteria be followed in all districts and schools in which candidates are placed.

E. State Team Decision: Standard Met

STANDARD 4. Diversity

The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools.

A. Level: Initial and Advanced

B. Findings

San Diego State University has its main campus in San Diego and a second campus in Imperial Valley. The San Diego campus is a four year campus and the Imperial Valley a two year campus serving juniors and seniors and postbaccalaureate students. San Diego State University is ethnically diverse. At the main campus, more than 40% of the student population comes from traditionally underrepresented groups and on the Imperial Valley Campus over 90%. As of fall 2001, 'non-white' students in the Unit comprise 39% of the undergraduate candidates and 27% of the graduate candidates enrolled on the San Diego campus. At the Imperial Valley campus, over 85% of undergraduate candidates and over 70% of graduate candidates are non-white.

San Diego State University and all of the Unit's professional program policies include and promote respect for individual uniqueness, and a dedication to practices effective in promoting the achievement of all learners, especially those from culturally and linguistically diverse backgrounds – who constitute a majority of San Diego and Imperial Counties. The Universities mission is "to impact an appreciation and broad understanding of human experience throughout the world and the ages. This education shall extend to, but not be limited to, diverse cultural legacies, and accomplishments in many areas, such as the arts and technology". In the University President's "Shared Vision" document, among five challenges is "to create a community proud of its diversity and committed to furthering social justice on and off campus". Each of the Unit's professional program's conceptual framework identifies diversity in culture, language, and economic status as a central core around which curriculum and field experiences are designed, implemented, and evaluated in order to prepare professionals who can help all students learn.

Design, Implementation, and Evaluation of Curriculum and Experiences

Professional programs within the Unit integrate content and skills related to diversity within each course and field experience. Professional program's have courses which focus specifically on diversity. For example, the Professional Administrative Services Credential requires EDL 747, Educational Leadership in a Diverse Society, as one of four core courses. All basic credential programs require ED 451 Multicultural Education as a prerequisite which provides candidates with tools for understanding the role that cultural, racial, gender, and linguistic diversity play in the educational achievement of children and youth in schools. Candidates are expected to develop and implement multicultural strategies to reach a diverse student population. Candidates complete at least five hours of a case study in a classroom setting. Candidates are familiarized with research that enables them to identify and describe elements of culturally responsive teaching practices in their field experiences in actual school classroom settings. Course work

which candidates take centers around components of 1) development of skills which foster an active participatory citizenry evaluating issues of racism, sexism, and economic exploitation; 2) cultivation of the ability to use values clarification and decision making skills; 3) examination of values and traditions of diverse cultures and cross-cultural communication styles; 4) review of linguistic variations and preparation for learning style differences in curriculum and instruction; and 5) examination of school policies and practices which could create unintended consequences of discrimination.

The unit's commitment to diversity permeates its curriculum and the field experiences in all programs. Diversity and multiculturalism are critical components in their conceptual framework. These components are included in the over arching theme of the conceptual framework and are the primary focus for candidates' knowledge, skills, and disposition outcomes. In the knowledge outcome, candidates must include an understanding of diversity issues related to technology and in its use. All candidates (initial and advanced) are required to complete field experiences in a diversity of settings and levels. These experiences provide candidates with a knowledge and skills basis for working with students of diversity and for designing multicultural curriculum for a diverse student population. Course syllabi and interviews with candidates, graduates and faculty all indicated that the emphasis on diversity is woven throughout courses and assignments.

The emphasis on diversity extends to field placement of candidates. Assessments of candidates in field and clinical experiences address their knowledge and skills in responding to diverse student populations with whom the candidates interact. Field experiences for initial candidates require 30-hour pre-student teaching experiences which must be in a setting where diversity differs from theirs by at least 20%. Candidates in the initial licensure programs in the first semester must complete 4 units of student teaching, teaching two classes (one alone and one with the cooperating teacher) and another hour of observation. In the second semester the candidate must complete 12 units of student teaching, teaching three different preps. In the advance level, candidates complete a variety of teaching experiences which are supervised by both cooperating teachers and unit faculty. Observations and assessments are completed by both cooperating teachers and unit faculty in both the initial and advance levels.

Diversity in the language, speech, and hearing program is exemplified by candidates choosing one of two graduate courses regarding bilingual clinical services. In addition, 40% of the language, speech, and hearing graduate candidates are bilingual and 5% are trilingual.

Experiences Working with Diverse Faculty

In November 1996 California adopted Proposition 209, eliminating affirmative action programs. Even though the state eliminated this program, the Unit developed an "*Academic Plan*" which rests on central tenets that are part of the unit's conceptual framework and include among others, a fundamental respect for the uniqueness of all individuals and confidence in their ability to learn and grow. Additionally, one of the explicit goals of the plan for the Unit is the documented diversity of faculty, staff, and graduates in the regional and state context. Proposition 209 does not permit affirmative action in recruitment of diverse candidates. However, programs openly recruit students who show evidence of strong interests and experiences related to working with culturally, linguistically, and economically diverse populations. Twenty-one percent of the faculty at San Diego State University is faculty of diversity from underrepresented groups and from varied ethnic, cultural, and linguistically backgrounds.

San Diego State University Senate has an overall “Statement on Diversity” policy for the University. Here the policy states “Diversity shall be an essential consideration in all University policies and decisions”. The policy further states “Our campus welcomes this diversity and is committed to celebrating the richness of ideas, traditions, and understandings that this diversity brings to our community”. The University further has an “Equal Employment Opportunity” program to ensure equal employment opportunities for employment without regard to race, religion, color, sex, age, handicap, marital status, sexual orientation, or national origin”. Recruitment processes are in place to ensure an applicant pool that is diverse and the University uses a multiple and aggressive means to attract candidates from diverse backgrounds. They further have an “Essential Elements of a Fair Search” policy in place as well as a “Language for Faculty Recruitment Advertisement” policy. The Office of Diversity and Equity also collects and organizes data in regard to tracking the results of these policies.

Hiring policies and practices and the conceptual framework for professional programs, curriculum, field experiences, and initiatives are in place for effective practice and to expand a diverse faculty and maintain a diverse student body. The University embraces and celebrates diversity at all levels and provides opportunities for faculty to develop and reach their full potential.

University-wide statistics show that 22 percent of Teacher and Tenured/Tenure-Track University faculty members are of a minority community and 262 of 757 are female. In the College of Education on the San Diego campus, 28.3 percent of the faculty is persons of color and 44 of 76 are women. The Imperial Valley campus has more than 50% of the faculty who are persons of color and 50% are women. Part-time teaching staff is as equally diverse as Tenure-Track faculty.

In interviews with faculty, they noted that all faculty within the Unit have direct contact with schools and also serve as consultants offering specific services to teachers, candidates and the school sites. These contacts with K-12 schools strengthen their understanding of working with diversity.

Faculty stated in interviews that learning in the unit not only speak to diversity, but allows and encourages faculty and candidates to experience and embrace it. Faculty encourages candidates to go into environments unfamiliar to them and to personally experience it.

Experiences Working with Diverse Candidates

The Unit is involved in several outreach programs dealing with diversity. One such program is the International Program, where students are provided the opportunity to study abroad to experience cultures and diversity different from their own. This gives candidates a more global view and understanding of the world around them.

The diverse population at San Diego State University is mainly Latino, with smaller populations of African Americans, Asian, Filipino and American Indian/Native Alaskan. The University, Future Educators Center (FEC) and Office of Diversity and Equity regularly sponsor a variety of outreach ethnic and cultural events, which provide awareness and recruitment opportunities of education candidates. Through these programs and activities college students learn how to become effective allies across racial, ethnic, and gender boundaries. Their objectives are to build cross-cultural skills and strengthen community ties, as well as create goals for personal and instructional change.

One such event is the Diversity Summit, jointly sponsored by the Future Educators of American and the University along with other campus groups and the Future Educators Center and Office of Diversity and Equity. This summit focuses on issues of race, gender and age, and help students to learn to embrace differences from all groups by increasing their self awareness, empathy and understanding through the experiences of others. Another example is the Teacher Recruitment Project, sponsored by the FEC. This project effectively informs and encourages students of an annual leadership retreat. It also has initiated collaboration with the Southern California Teacher Recruitment Center to provide preparation and information benefiting to minority students interested in pursuing a teaching careers. Additionally, last year 100% of the minority student's who applied for APLE (Assumption Programs of Loans for Education) loans, received them. These loans and grants are both for the initial and advanced level and were awarded primarily to candidates from underrepresented groups. This program has been cited as a model for Teacher Education 2002 in the California State University system. In addition, the Future Educators Center hosts a one day "Recruitment Fair" to encourage and recruit potential teacher candidates from area high schools and junior high schools. To raise the awareness of this program, members of the FEC sweep the campus, speaking and distributing literature to the many University's campus minority student organizations. The FEC advises potential minority candidates of the many scholarships and grant programs available for minority students. One such program encourages students of color to pursue teaching careers and serves as a support network for those seeking teaching credentials. The Scholarship office is available to targeted students of underrepresented groups to produce a 'profile of the student' which informs them of scholarship opportunities specific to their ethnicity.

Experiences Working with Diverse Students in P-12 Schools

A candidate's field and clinical experiences are designed to encourage interaction with students from different ethnic, racial, gender, socioeconomic, language, and religious groups. Student teachers are placed in schools and communities with diverse populations. The school settings in the San Diego area range from 81% to 73% minority population. In the Imperial Valley area, schools have 97.7% minority population. This provides the candidate a field and student teaching experience which includes ethnic and cultural diversity in a variety of school settings. In the K-12 schools, the diverse population is mainly Latino, with smaller populations of African Americans, Asian, Filipino and American Indian/Native Alaskan. The Imperial Valley campus prepares over 95% of all teachers currently teaching in the Imperial Valley area schools where over 97.7% of the population is minority and mainly Latino with English as a second language.

Field experiences and clinical practices are extensive and substantive. All of the basic teaching credential programs integrate coursework and diversity field experiences each semester. In the multiple subjects credential programs, approximately half the time each semester is devoted to student teaching and half to coursework. In the single subject programs, candidates complete four semester units of student teaching in their first semester of study and 12 units the second semester. In the 2-semester field experiences required, candidates are required to include 45 hours in a school where at least 20% of the students are of a heritage different from that of their own. Candidates confirmed through interviews that their courses and pre-practicum field experiences prepared them well for working with students of color and cultural differences.

Overall Assessment of Standard

There is strong commitment from the University and the Unit to strengthen and improve their commitment to diversity. The unit's commitment to diversity permeates its curriculum and the

field experiences in all programs. This was evident in their mission, policies, practices, courses taught and in the field experiences provided for candidates.

C. NCATE Team Recommendation: Standard Met

D. Areas for Improvement: None

E. State Team Decision: Standard Met

STANDARD 5: Faculty Performance and Development

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

A. Level: Initial and Advanced

B. Findings:

Qualified Faculty

The College of Education is divided into seven departments:

- Teacher Education;
- Administrative, Rehabilitation, and Postsecondary Education;
- Counseling and School Psychology;
- Educational Leadership;
- Educational Technology;
- Policy Studies in Language and Cross-Cultural Education;
- Special Education; and
- Teacher Education.

These departments reflect a significant mixture of tenured/tenure-track faculty and lecturers (temporary faculty).

There are 102 tenured and tenure-track faculty in the College, including the dean and two associate deans. In accordance with College policy, 101 of these hold terminal degrees; the other is expected to defend her dissertation in March 2003. The College reports that 84% of the tenured/tenure-track faculty holding teaching positions also hold professional credentials or licenses. Those who do not are generally assigned to teach foundations, graduate-level, or research courses. Most faculty teach a mixture of undergraduate and graduate courses and assume supervisory responsibilities. Additionally, state statutes require that faculty provide 30 hours of educational services in P-12 schools every three years.

There are 203 lecturers (temporary faculty), fifteen of whom are full-time, representing an approximate ratio of 45% lecturers (FTEs) to 55% faculty, a recent reversal over past ratios according to the dean. The College reports that at least 25% of the group of lecturers either hold or are pursuing terminal degrees. Fulfilling critical needs because of budgetary shortages,

lecturers have substantive experience in P-12 schools and are assigned responsibilities commensurate with their experience.

- 93% are licensed or credentialed in the assigned teaching/supervisory field.
- 131 of 134 who supervise are licensed or credentialed in that field.

After two semesters of experience, lecturers are evaluated at department levels. Interviews with lecturers, faculty, and administrators indicate supportive mentoring provided by program coordinators to facilitate individual and program success.

Cooperating teachers and on-site supervisors are licensed in their teaching areas. Other requirements are program-specific and range from two to three years experience to administrator recommendations to self-assessments. Selection of cooperating teachers for candidate placements is generally a joint process between the College and the P-12 school. However, there were some reports that placements are at times made solely by the building principal.

The College of Health and Human Services also offers preparation programs for other school personnel in the Departments of Communicative Disorders, Nursing, and Social Work. Information on faculty qualifications and rankings was not available.

Modeling Best Professional Practices in Teaching

Two tenets of the conceptual framework refer to the “central role that excellence in teaching plays in the mission of the college” and the “awareness of the capacity of technology as a tool to improve the quality of the learning environments we provide as well as increasing the access our students have to it.” Unit faculty are effective teachers who model good teaching, many of whom integrate technology into the course work. Candidates, graduates, and school personnel report that faculty demonstrate a thorough understanding of their subjects, use a wide variety of instructional techniques, and facilitate the critical reflection of candidates.

The university administers candidate evaluations of faculty course delivery, requiring evaluations of two courses a year taught by tenured/tenure-track faculty. However, College of Education policy requires that all courses be evaluated each semester, thus providing faculty with feedback on every course taught. Data from these evaluations reflect overall ratings of 4.6 or higher (on a Likert scale of 1-5, with 5=Strongly Agree) college-wide, approximating or equaling university-wide ratings.

In addition, the Retention, Tenure, and Promotion process requires faculty submission of candidate evaluations and peer review to evaluate teaching effectiveness.

Faculty members regularly assess candidate performance in the courses they teach. Course syllabi and interviews indicate that faculty employ a variety of assessment strategies to evaluate candidate learning as well as teaching effectiveness. These strategies include analysis of case studies, development of lesson plans, performance tests, essays, portfolios, and self-assessments.

Modeling Best Professional Practices in Scholarship

Two tenets in the conceptual frame speak to the value placed on faculty scholarship:

- “the belief that thoughtful scholarship is an efficient method for identifying effective practice which can be implemented to improve the quality of life in our community” and

- “a commitment to improving the field of practice through the development and application of knowledge and use of strategic partnerships to facilitate positive change.”

Faculty in the unit are involved in scholarly work, as reflected in the following data on number of refereed journal articles, books, and chapters, some of which were co-authored.

Year	# Faculty Reporting	# Refereed Publications
2000-2001	51	102
2001-2002	53	92

Faculty vitae also reflect membership in professional organizations; participation in local, state, regional, and national conferences; and presentations at various conferences. This information was not provided in aggregate form.

Additionally, the College of Education has successfully competed for grant and contract awards. Below are data showing grants and awards over the past five years.

Fiscal Year	COE Award Amount	Number of Awards	Interdisciplinary Awards	Number of Interdisc. Awards	Total \$	Number of Faculty PIs
1997-98	9,780,173	81	846,832	8	10,627,005	31
1998-99	9,368,431	87	606,311	7	9,973,742	26
1999-00	10,895,410	99	1,294,779	7	12,190,189	34
2000-01	13,275,311	106	2,119,730	8	12,619,326	30
2001-02	10,135,041	91	2,484,285	11	12,619,326	30

Examples of external funding received by the faculty are in the areas of improving services to minorities with significant disabilities, tutoring for highly gifted culturally and linguistically diverse children from low-income families, collaborative administrative credential certification training programs with area school districts, and institutes for teams of teachers in predominantly low-performing schools.

The College demonstrated its commitment to supporting faculty research by conducting a national search in 2001 for an associate dean for faculty development and research. This new position was established to initiate faculty development work and to assist new faculty in developing research and professional development agenda and in planning their courses.

Through interviews faculty expressed their concern over the lack of unit resources to support faculty research. They acknowledged that loads required some faculty to focus on teaching, to the detriment of their research agenda.

Modeling Best Professional Practices in Service

A majority of unit faculty engage in various activities serving the interests of students, school districts, and communities in the state. “Service” is one of the three evaluative criteria for SDSU faculty published in the Faculty Handbook and is a component reviewed during the Reappointment, Tenure, and Promotion process. Faculty are expected to devote approximately

20% of their professional activities to advising and service. Their vitae reflected service in a wide variety of capacities in varied settings, particularly in P-12 schools. Many have also written a number of grants obtaining funds to serve schools and communities. Among these are the following:

- CAPI Project in partnership with Sweetwater UHSD and the California Professional Development Institute (CPDI), establishing a secondary reading institute,
- Consortium for Teacher Diversity, a collaborative partnership among a variety of educational and community agencies, each of which is committed to developing a diverse teaching force for high-poverty schools, and
- The Talent Search Program, a middle and high school/community college initiative servicing 1045+ students as an intensive dropout prevention project.

In addition, unit faculty are actively involved in professional organizations, attending and participating in professional conferences at local, state, national, and international levels, holding memberships in professional organizations, and making presentations at conferences and workshops of these organizations.

Collaboration

There is evidence of extensive service and involvement of the faculty from the Unit in San Diego County school districts. In addition, the satellite campus in Imperial Valley has established intensive partnerships with all school districts throughout Imperial County.

There are four examples of partnerships that are representative of the collaborations that the Unit has with various stakeholders. The purpose of these partnerships is to have an impact on policies and practices, and components of the conceptual framework. First, an example of collaboration is the City Heights K-12 Project that includes an elementary, middle, and high school in the San Diego Unified School District. This partnership receives both public and private funding. More than 40 academic departments and 100 faculty members have participated in the project's programs. There was extensive evidence that the City Heights Project has grown into a University/community partnership that originated in the College of Education.

Another example is Compact for Success, a collaborative agreement between Sweetwater School District and SDSU. The purpose of this collaboration is to restructure the educational program for 7-16 to ensure student success and college completion. It encourages middle school students to prepare for college through systemic improvements in the curriculum, tutoring and counseling, and scholarships. College faculty members work with the Compact on curriculum reform and training of tutors and peer counselors.

The Dean of the College of Education has created an advisory committee composed of business and community leaders and area school superintendents. This committee advises the dean on macro issues and provides input on the activities pursued by the College of Education. SDSU is also involved in the South County Professional Development Consortium's Technology Task Force, established in May 2001, and the Superintendent's Technology Advisory Committee. Both of these entities meet monthly to discuss technology issues.

Unit Evaluation of Professional Education Faculty Performance

The faculty recently adopted the recommendation of the Policy Committee to revise the College of Education's policy on reappointment, promotion and tenure that will go into effect next year. All tenure-track probationary faculty members are evaluated annually by the college once they have completed their first year of teaching and have received assistance in developing documentation for their dossier. Tenured faculty members must be evaluated every five years and undergo comprehensive review for promotion. The evaluation process follows the policies of the CSU, SDSU, and the College, and includes a review of teaching, scholarship, and service. Additionally, faculty are evaluated on their sensitivity to diverse student populations, needs and collaborations with community partners, two tenets of the Unit's conceptual framework.

The dossier includes a Personnel Data Summary (PDS) and a "One-of-a-Kind" file, which includes five items selected to demonstrate innovation in teaching effectiveness, professional growth, and service. The College policy requires that every course be evaluated by students. The Policy Committee is currently working on a framework for what constitutes teaching effectiveness that will lead to a revision of the student evaluation instrument to bring it in line with current research.

Faculty members and administrators involved in the evaluation of faculty members make specific recommendations intended to assist the probationary faculty member to achieve reappointment, promotion and/or tenure. In some cases, persons being evaluated are referred to the Associate Dean for Faculty Development and Research for mentoring and assistance. Seeking assistance from the Associate Dean is voluntary, with variation in the types of services that are provided. In some cases, persons being evaluated and the Associate Dean may develop an action plan that is reviewed weekly.

Lecturers are reviewed annually for their teaching effectiveness by a faculty peer review and the department chair. Course syllabi are reviewed at the beginning of each semester, and student evaluations are completed and reviewed at the end of each semester. Lecturers must undergo more comprehensive evaluation when seeking range elevation (a practice similar to promotion and tenure for faculty members).

Unit Facilitation of Professional Development

The College of Education reinstated the full-time position of Associate Dean for Faculty Development and Research in 2002-03. The purpose of this position is to assist new and veteran faculty members with their professional development needs. In the short time since this position was reinstated, this Associate Dean has assisted 51.6% of tenure-track faculty with their professional development needs. This figure includes new faculty members who received an orientation at the university level and at the college level. This Associate Dean also provides support to all tenure-track faculty members through the reappointment, tenure, promotion, and post-tenure review processes.

Recently this Associate Dean compiled a list of professional development opportunities and resources for faculty. In addition to these resources, there are four small grant competitions open to all faculty to foster and support retention and development. Faculty members may also apply for travel funds that are offered through the College of Education. This fiscal year, the allocation is \$16,000, according to evidence presented, an insufficient amount for the research and

professional development agenda of the faculty. Additional travel funds are available through grants and other external sources.

The College of Education implemented a small grants program in Academic Year 2002-03 to assist faculty with research and inquiry projects. The College has instituted ongoing Writers' Circle groups to assist faculty in professional writing (e.g., research and evaluation studies, proposals for internal and external funding).

Veteran faculty members introduce new faculty to the culture of the University and College, provide aid and assistance in the preparation of course materials, and provide information on departmental duties such as advising. New faculty members are given a reduced load for their first three semesters to assist them in becoming acclimated to the College.

The University Center for Teaching and Learning coordinates campus events related to teaching and learning, bringing together faculty with similar interests, workshops and lectures on teaching/learning topics, and topics related to university curricula and classrooms. This entity is responsible for the University orientation program, which has received positive feedback from participants. The Center for Teaching and Learning offers lunches throughout the year to bring people together for various topics. The Provost also hosts social events such as the "Star Party" where a visit is made to the university's planetarium, and has breakfast periodically with new faculty members during their first three years at the University.

The College of Education views professional development in terms of productivity rather than participation.

A Web site is being developed to provide a vehicle for lecturers to access information about the College of Education.

Overall Assessment of Standard

Overall, faculty are qualified and model best professional practices in scholarship, service, and teaching. The unit systematically evaluates faculty performance.

The faculty in the College of Education are participating in periodic evaluations as required by University and College policies. The evaluation results are used to help faculty members determine their professional development needs and strengthen their knowledge and skills.

C. NCATE Recommendation: Standard Met

D. Areas for Improvement: None

E. State Team Decision: Standard Met

STANDARD 6: Unit Governance and Resources

The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

A. Level: Initial and Advanced

B. Findings:

Unit Leadership and Authority

San Diego State University (SDSU) was established in 1897 and is one of twenty-three campuses in the California State University System (CSU). The College of Education and the College of Health and Human Services are two of eight academic colleges in the University. There are ten departments in the Unit that produce candidates for credentials in twenty-nine areas.

The College of Education is administered by a Dean, two Associate Deans, an Assistant Dean, an Assessment Coordinator, a Director of Development, a Director of Special Projects, and seven department chairs/director. In addition, a satellite campus at Imperial Valley has a Dean of the Campus and a Chair of Teacher Education. The College of Health and Human Services' administrative staff includes a Dean, an Assistant Dean, an Associate Dean, a Director of Special Projects, and a Director of Development.

In Fall 2002, a University-wide Committee on Teacher Preparation was created to reinforce the university-wide responsibility for teacher preparation, especially in light of changes that are being made in teacher preparation at the state level. In addition to focusing on the University's commitment to teacher preparation, the purpose of the committee is to avoid communication problems that have occurred in the past. The committee, chaired by the Provost and staffed by the College of Education faculty, is scheduled to meet twice per year. The committee's inaugural meeting took place in December 2002.

The Dean of the College of Education has been at SDSU since 1999, and he, the Dean of Health and Human Services, and the Dean of the Imperial Valley Campus report to the Provost. The University administration as well as College of Education faculty and staff are complimentary of the Dean of Education's leadership, openness, and entrepreneurial approach to problem solving.

The Unit at SDSU has a strong network of shared leadership. Faculty members play an active role in decision-making through an extensive system of committees that govern the spectrum from curriculum to policy to personnel. In the College of Education, there are seven departments/schools administered by a chair or director. The School of Teacher Education is the largest department in the College of Education and produces approximately half of the candidates. Some of the larger departments are sub-divided into clusters.

In addition to the College of Education, there are three departments in the College of Health and Human Services that produce candidates who are credentialed by the California Commission on Teacher Credentialing (CCTC). SDSU also operates a satellite teacher education program at the Imperial Valley Campus located two hours from the campus in San Diego on the Mexican border. The Dean of the College of Education in San Diego and the Dean of the Imperial Valley

Campus carry joint responsibility and ownership of the Teacher Education Program at SDSU-IVC. The candidates in the College of Health and Human Services compose three percent of the total candidates recommended for a credential by SDSU. All recommendations for credentials are made by the Credentials Office in the College of Education.

There are regular meetings of the cluster groups within departments in the College of Education. Additionally, the department chairs/director meet with the Dean and the other members of the Dean's Cabinet approximately every two weeks. The Dean's Cabinet, composed of the assistant and associate deans, the assessment coordinator, the director of development, and the director of special projects, meets monthly and more often if the need arises. The College of Education faculty meet jointly, approximately three times per year. There was no documentation that an established structure for meetings between the faculty of the College of Education and the College of Health and Human Services existed. There was also no indication that faculty at the Imperial Valley Campus or lecturers in the San Diego College of Education participate in College of Education meetings or that there are meetings of the entire Unit.

While there is a strong system of shared leadership, there does not appear to be a shared vision for the Unit. The Conceptual Framework has an overarching goal of effective practice, which permeates all programs at SDSU. However, the seven central tenets of the Conceptual Framework do not appear consistently in the conceptual frameworks of the programs. In fact, each program "operates from a conceptual framework that reflects the purposes and state of knowledge within the discipline in which each is situated." The Imperial Valley program has adapted and implemented a Teacher Education Program "designed to meet the needs of local candidates, the strength of the local faculty, and the availability of local resources." As a result, the Unit operates as a collection of programs rather than a unified teacher preparation program.

Unit Budget

The College of Education has an operating budget of \$612,529 for fiscal year 2002-03. This budget includes \$141,010 for supplies and services, \$24,355 for travel of which \$16,000 is allocated on a competitive basis, \$2,926 for student assistants, and \$57,988 for temporary help. There is a separate budget for master teachers who supervise candidate interns who receive \$25 per unit up to a maximum of \$150. The budget also does not include funds for work-study students.

The College instruction budget, which includes salaries for faculty and graduate assistants, was \$7,939,880 for 2002-03. The College of Education instructional budget makes up approximately nine percent of the University's entire budget for instructional salaries. The percentage of instructional funds for the College have increased from 7.57% in 1997-98 resulting in seventy-one new and replacement positions. The College is currently conducting nine searches for tenure-track faculty members.

The College also receives permanent funding within its instructional budget to support the joint doctoral programs, the production of additional K-3 teachers to support the need for new teachers to reduce class-size, and a faculty student mentor program.

The College faculty have generated an average of \$667,195 in grants and contracts over the last five years. The College is proud of the grants and contracts that have been awarded and are pleased with the programs that they are funding. However, there was an expressed concern that once the grants end, the University will not be able to sustain the programs.

Faculty and staff report that more information about the budget has been made available to the chairs under the leadership of the current Dean. The College is considering identifying department budgets that will give the chairs more direct decision-making ability with the budget.

Personnel

The College of Education at both campuses has highly qualified faculty who are perceived by students as models for effective teaching behavior. The CSU faculty workload is 15 units per semester; 12 teaching and 3 advising and department service for tenured and tenure-track faculty; 15 teaching for full-time temporary faculty. The formula used for student teaching supervision is determined by each student yielding .5 unit. For example, 24 students=12 units.

Workload was often discussed in interviews with faculty members. There is a pervasive belief that the workload makes it difficult to conduct research and to be compared with their peers across campus for promotion and tenure. There are currently 105 full-time tenure-track faculty members and over 200 lecturers. Tenure-track faculty make up 53 percent of the entire instructional staff; lecturers 44 percent; and graduate assistants 4 percent. The percentage of full-time tenure-track faculty have decreased since the last NCATE visit in November 1997. Currently, the College of Education has the second lowest student/faculty ratio in the University. However, in some cases, the type of instruction requires the faculty to teach more sections of courses.

Distance education courses do not currently count as part of a faculty members workload. They are taught through extended studies and a faculty member can buy out their time. Graduate assistants are assigned to assist with distance learning courses. The number of graduate assistants assigned to the distance learning course is determined by the number of students enrolled.

Faculty members also indicated that there is no differentiation in workload for graduate courses. Faculty members also indicated that they did not receive workload credit for advising thesis students.

Some programs have vacancies that have been difficult to fill. There have been some failed searches and some positions may have to be put on hold due to anticipated budget cuts.

There was also concern expressed about the lack of clerical staff to assist faculty members. This was cited as a weakness in the NCATE accreditation report in 1997. The number of staff members has increased from 16.5 in 1997 to 26.5 in 2003. The faculty/staff ratio has also improved since 1997 where it was 7.37. Today it is 5.97. The abundance of data and the shifting of responsibilities from the University to the College level may account for the perceived inadequacy of clerical support.

Salaries for faculty members are not considered competitive campus-wide. The cost of the living in the San Diego area makes it difficult to recruit faculty members to the area. In some departments, there is a heavy reliance on retired school teachers and administrators to fill positions because of salaries and costs of living expenses.

Faculty members have the option of being members of the California Faculty Association, which has a collective bargaining agreement with the Board of Trustees of The California State University.

The College of Education is in the process of designing a Web site for lecturers so that they can stay abreast of activities and policies. Some of the lecturers teach all of their classes off campus and do not attend departmental or College faculty meetings. The Web site is an attempt to keep them better informed. The recent passage of the policy on “range” (similar to tenure) for lecturers has increased their perception of their worth to the College of Education.

Unit Facilities

The administration in the College of Education has recently (January 2003) come to an agreement with University personnel for additional office space. SDSU has plans to remodel offices in the Business Administration and Mathematics Building, which will create fifty-one additional offices for College of Education faculty and staff. The formula the University uses to determine usage of office space indicates that the College of Education is entitled to 130 offices. Once the new offices are available (projected completion date is January 2004) there will temporarily be adequate office space for the College of Education in three different buildings. The design of the remodeled space will allow the College to locate all student services in one location and will make these services more accessible to students.

The current Education Building was initially scheduled to be demolished, but it will remain in use to provide needed space for the College of Education until a long-term solution can be found. While there has been some discussion about building a new Education building in an expanded area of campus or an entrepreneurial solution to the space needs, no definite plans have been made. However, University officials remain optimistic that a long-term solution will be found. A master planning session will be held this coming summer where priorities for facilities will be determined.

The College currently has thirteen technology labs and “Smart” classrooms. These high-tech classrooms have Internet, access links to the university network, and videotape, document and Power Point projection capability. Because most classes are offered at night, the demand for classroom space is high, especially for “Smart” classrooms and labs. Distance education classrooms are available to broadcast courses to students who are absent or unable to attend the class on the campus. However, few distance learning programs exist partially because of the philosophy that human interaction is important to the preparation of educators.

The College has been resourceful in securing off-campus facilities through strong collaborations with its school district partners. In many cases, these facilities are superior to those on campus. However, some candidates do not have access to technology and other resources in the remote facilities.

Currently, the credential programs in the College of Health and Human Services are spread out over the campus in four different buildings. University officials are also optimistic, that through reassignment of space, they will be able to relocate offices in the College of Health and Human Services to put them in closer proximity to each other.

In the last NCATE visit in November 1997, the unit was cited with a weakness in Category IV: The College of Education lacks sufficient clerical staff, has inadequate office and work space, and receives limited supplies and materials.

Unit Resources Including Technology

The College has aggressively sought funding from state and external sources. The Dean has successfully negotiated an agreement with the University that gives the College the ability to plan and receive funding for growth based on a stable formula. Additional funding is necessary to support new courses designed to meet new standards required by SB 2042. Resources are allocated across programs based on growth objectives and needs as described in annual academic plans submitted by departments. The College's planning process has enabled it to replace faculty positions and add new ones to ensure that there is sufficient faculty for candidates to meet standards. Faculty members have been awarded \$12 million in grants and contracts, which provide additional support in helping candidates meet standards.

The College supports a half-time assessment coordinator who oversees data collection and reporting to AACTE, NCATE, Title II, and U.S. News and World Report, and the Unit Assessment System. The Assessment System will shift the Unit's focus to performance outcomes that will be aggregated and analyzed at the unit level. Resources will be needed to support the design and maintenance of databases that will collect and compile the data used for candidate recommendations and program improvement.

The use of technology in the College of Education has increased dramatically in the past fifteen years. Every faculty member and staff person has a computer workstation, and many regularly use technology in their teaching and research. The College of Education has increased its support for technology through the addition of staff, hardware, training, and program development, but further reorganizing and resources are needed to meet the current and future demands.

Currently, the Help Desk has a small budget for small equipment purchases and repairs. There is no line item in the budget for software, and consistent funding for upgrading basic software is lacking. Currently, software is purchased using funds from the materials and supplies line item, which is already limited. University funds have typically been available to refresh one lab or classroom annually. In 2002-03, the College of Education received \$74,677 for instructional equipment and an additional \$32,165 for regular equipment.

In addition to resources, the College of Education is in need of a technology plan or the inclusion of a technology component in the annual academic plans based on input from various users. Currently, insufficient attention is given to regular maintenance, software update, security for sensitive data, and a systematic plan for backing up essential information. There is also an ongoing need for resources for professional development to assist the Information Technology personnel in keeping current in their field.

The College of Education has thirteen computer labs and "Smart" classrooms. Despite increasing demand, only four classrooms are equipped as "Smart" classrooms for instruction using multimedia and computer technologies. The Learning Technology Support Group members are currently developing a database that is compatible with the University system that will enable faculty and staff members with tracking data.

Policies are needed for addressing technology needs of expanding distance learning courses, remote locations, and support for users working from their homes. There is no specific budget line item for parts or repairs, which makes the process for making purchases or repairs inefficient.

The personnel in the Learning Technology Support Group are considered a tremendous asset to the College of Education. The ability to upgrade job classifications for employees who accept additional responsibilities and upgrade their knowledge and skills is limited. This limitation makes it difficult to keep salaries and benefits competitive with the private sector.

Love Library at SDSU provides extensive resources to candidates and faculty in the Unit. The library staff is dedicated to supporting the University's academic units and assisting the campus in becoming more integrated into the community. The library is centrally located on campus and houses a collection of children's literature, education books, and education periodicals and serials. There are currently 625 computers available for student use, some of which are available in a 24-hour-study area. Candidates and faculty also have remote access to full-text ERIC documents and other databases (E-Subscribe, The Children's Literature Comprehensive Database, and Linguistics and Language Behavior Abstracts) that support education. The addition of electronic journals makes information and research accessible to teachers in the field.

The library's general fund budget was \$10,833,576 in 2002-03. In 2001-02 where the most recent figures are available, the library spent \$76,955 on education books, juvenile books, education periodicals and serials, and databases dedicated to support the education community. Students at SDSU recently voted to approve the addition of a \$10 student fee for the library, which will provide an additional \$650,000 for the library. Love Library is the only library in the CSU system to receive an academic fee. This additional funding will enable the library to expand its weekend hours, which will the library more accessible to graduate students and teachers in the field.

In 2002, an education librarian was added to the library staff to assist the faculty and candidates in the College of Education, and to specifically to prepare candidates in information literacy. SDSU does not have a school library preparation program, nor does the State of California require credentialed school librarians. Many of the state's school libraries are staffed by technicians. The education librarian is networking with librarians and technicians in San Diego County school districts to learn the resources available and to make candidates aware of them. The ultimate goal is to use information resources to improve teaching and learning.

The staff of the library is committed to making connections between similar programs and activities on campus as well as in the community. For example, the University has an annual Children's Theatre Festival that could be enhanced through a collaboration between the Theatre Department, the English Department, and the College of Education. These types of collaboration would further strengthen the exhibits and special programs offered by the University.

Overall Assessment of Standard

The Unit lacks resources and a shared vision to function as unified teacher preparation program.

C. NCATE Team Recommendation: STANDARD NOT MET (Initial and Advanced)

D. Areas for Improvement:

Corrected: NA

Continued: The College of Education lacks sufficient clerical staff, has inadequate office and work space, and receives limited supplies and materials.

New: The Unit lacks a shared vision that is evident to all members of the Unit, the candidates, and the larger education community.

New: The Unit lacks sufficient resources for travel, software, release time for research, competitive salaries, and faculty and staff development.

E. State Team Decision: STANDARD MET MINIMALLY: QUALITATIVE CONCERNS

Rationale: The equivalent state standards related to this standard are Standard 1: Educational Leadership and Standard 2: Resources. While NCATE places more emphasis on the importance of unit governance, the state team does support the need for more coherence among the programs as they relate to the total unit. In terms of resources, the state standards call for more emphasis on equitable distribution of resources that are available. The state team would concur that there are resource issues. However, the way resources are allocated would cause the team to conclude that the standard was met minimally with qualitative concerns.

Internship Issues within Common Standards for State Report

Common Standards 1 and 2 – Leadership and Resources

There are active internships programs in Education Specialist credential programs (Mild/Moderate and Moderate/Severe) at both the Imperial Valley and main campus. The Imperial Valley Campus (IVC) also has developed partnerships with many rural and isolated school districts to provide multiple and single subject intern programs. These programs use state grant funds, local matching funds and student tuition to provide high quality intern experiences. The School Psychology Program also has an internship, and is discussed within the description of that program.

The IVC Department of Education is involved in three internship programs. In each program, the districts provide a credentialed, experienced staff member who serves the role of “coach”. This staff member is available to the intern on a daily basis if necessary. The University provides a supervisor who visits the intern and provides support as needed. The supervisor acts as a liaison between the university and the school district.

The collaborative relationships between the university and school districts has resulted in the development of excellent practitioners in the field. Districts contribute release time to allow for a variety of training and site visits for the intern. Time is also provided for the coaches to meet with the supervisors to discuss intern performance, support, and professional development.

Common Standards 5 and 6-Admissions, Advice, and Assistance

Admission standards for Multiple and Single Subject Credential programs must satisfy the following standards and qualifications to be considered for admission to the SDSU-IVC Teacher Education program.

- GPA 2.75 last 60 units
- CBEST
- Certificate of Clearance
- Early Field Experience
- Evidence of professional aptitudes

To be in the Intern program, the candidate must be employed as the teacher of record in a cooperating school district.

Specific handbooks for the Intern Credential program are provided to intern candidate outlining programs and professional expectations. These handbooks also include professional responsibilities delineating requirements for completion of course work and field experience. Strong communications between the SDSU-IV credentials staff and the Imperial County Office of Education credential staff provide the intern, master teacher, and site principal with clear and timely advise.

In the Education Specialist Intern Programs all candidates are admitted to the Internship Program meet the criteria of their districts for employment as well as the prerequisite requirements expected of all candidates seeking admission to the traditional Education Specialist Programs. A minimum grade point average, an undergraduate degree and passage of appropriate examinations is required for admission to the intern program.

Interns work with their coach (district representatives) and their faculty supervisor to develop a plan for mentoring, coaching, and professional development. The University has developed an assistance model which includes one-day workshops, monthly meetings, school and site visits. A common rubric for monitoring intern development is used by all individuals providing support to the interns.

Common Standard 7-School Collaboration

Selection of appropriate school site cooperating teachers for intern credential candidates is paramount to the process for providing effective collaboration between the university and the schools where interns are placed. The selection of appropriate cooperating teachers is made by the employing school district in conjunction with SDSU faculty. Cooperating teachers are assigned in the same specialization as the intern and provided with training throughout their assignment.

In the Education Specialist Intern Programs collaboration between the university and the school districts takes place in the following parts of the program: admission to the program, orientation to the program, evaluation and monitoring of candidate progress. The collaboration builds a strong support and instructional system for the intern and leads to successful candidates.

Common Standard 8- District Field Supervisors

Field supervisors take on a special role for interns already teaching in the schools. The university provides the assigned cooperating teacher considerable training and information, which includes

opportunities to learn more about collaboration and peer coaching through models, such as California Formative Assessment and Support System for Teachers (CFASST). Likewise, to inform cooperating teachers of their responsibilities and thereby ensure candidates' success, SDSU-IVC provides each cooperating district with a detailed job description outlining the qualities, desirable experiences, compensation, and responsibilities. University supervisors work with the intern and cooperating teacher on ways to effectively address the Teacher Performance Expectations addressed in SB 2042.

In the Education Specialist Intern Programs field supervisors serve as a liaison between the candidate, school and the university. The field supervisors work with both the intern and the coach in developing an individual plan for mentoring, coaching and on going professional development. The supervisors overall role is to ensure that the intern develops as an excellent practitioner who is a successful professional educator.

PROGRAM STANDARDS

Multiple Subject Credential Multiple Subject Internship Credential

Findings on Standards

After review of the program supporting documentation, and the completion of interviews with candidates, interns, graduates, faculty, employers, and university supervisors, the team has determined that all program standards are fully met with two exceptions. Standards 8 and 16 are met with concerns.

Standard 8A: Pedagogical Preparation for Subject-Specific Content Instruction by Multiple Subject Candidates

Interviews with candidates and program graduates revealed significant variation from course to course and block to block in the extent to which individuals feel prepared to teach some core subjects. While both groups felt well prepared in the areas of reading/language arts, math, and science, they felt poorly-prepared to teach social studies content. In addition variation from block to block resulted in some graduates being well-prepared to teach physical education and visual and performing arts, while others reported having to rely exclusively on cooperating teachers and other sources for teaching strategies and lesson ideas in these areas.

Standard 8B: Pedagogical Preparation for Subject-Specific Content Instruction by Single Subject Candidates

Interviews with candidates and program graduates teaching in the social sciences reported considerable variance among instructors in their preparation to effectively teach the social sciences. For example, some candidates indicated that they were poorly prepared to utilize active forms of social science learning, including simulations, debates, and research studies.

Standard 16: Interviews with university supervisors indicated that the selection of fieldwork sites is done in such a way as to ensure effective placements for student teachers. In some districts, however, the university has limited control over the schools and cooperating teachers with whom student teachers can be placed. In addition, interviews with candidates, graduates, and cooperating teachers indicated variation in how cooperating teachers were selected from school to school and district to district.

Strengths

Candidates, graduates, cooperating teachers, and school administrators agreed that both multiple and single subject programs do an outstanding job of preparing beginning teachers to work effectively with highly diverse student populations. Program graduates demonstrate the ability to differentiate instruction to meet a wide range of student needs and to effectively use assessment to inform their instructional decisions.

The School of Teacher Education has entered into a number of powerful collaborative relationships that are expanding the range of educational opportunities for urban and rural

students. For example, through the City Heights project and the Imperial Valley Campus program, these partnerships have served not only the K-12 population but also the larger communities in which these programs operate.

Graduates of both multiple and single subject programs indicated that instruction in reading across the content areas was very useful in their teaching practice and that they feel particularly well prepared in this area. Instructional technology was also an area that recent graduates saw as a program strength.

Concerns

None noted.

Multiple and Single Subject BCLAD (Spanish) Emphasis Credential

Findings on the Standards:

Based on extensive interviews with faculty, candidates, instructional administrator, employers, graduates, master teachers, supervisors of student teachers, and document review, the team determines that all standards were fully met for both the Single Subject and the Multiple Subject Bilingual Cross Cultural and Academic Language Development (BCLAD) teaching credential programs.

Strengths:

The BCLAD faculty is commended for the high quality of the credential program, which reflects the knowledge and commitment needed to implement a credential program focused on the pedagogy of empowerment, democratic values and justice, and on the integration of language, culture, and social context into a curricula aimed at preparing candidates to teach in a diverse society.

This Institution has augmented the current State Teacher Performance Expectations (TPE's) with three unique TPEs related to issues of the community, bi-literacy and bi-cognition, and issues of social justice. This addition reflects the laudable focus of the program on democratic schooling.

Throughout course of studies, student teaching processes, advising, and documentation of all processes, it is clear that Single Subject, Multiple Subject, Querétaro and Master programs provide a well-integrated curricula of theory and practice that helps teacher candidates to be well prepared to teach in a variety of settings and ethnic, socio-economic, cultural, and other diverse populations of students.

The ongoing communication that exists between the Policy Studies Department and its faculty with schools, community, candidates, clinical supervisor, students in the master program, and former graduate students helps to maintain the vitality of the program. There are opportunities to candidates to improve their language abilities and to capture the complexity of the teaching profession by participation in the Querétaro program, which offers candidates the opportunity to accomplish their student teaching in three different settings in Mexico (private school, urban

public school, and Indigenous rural schools). Candidates described these activities as “revealing and humbling experiences”. Other opportunities such as the Spanish language and culture program in Avila, Spain provide candidates with a multiple venues to enhance language abilities and cultural understanding.

There is convincing evidence that the BCLAD Teacher Preparation Program faculty is highly committed to the values of bilingual and biliteracy education. They are hard working and outstanding professionals. The faculty roles are diverse, and they are generous with their time and effort in teaching specialized courses, supervising students, recruiting students, advising students, and building partnerships with schools and other educational communities.

Faculty is highly commended for maintaining high standards of practice in teaching and supervising teacher candidates and their professional success in obtaining successful grants that help enhance service to their students.

Comments from candidates, graduate students, and students in the master program consistently reflected the high quality of teaching and advising received by faculty in the BCLAD program. Candidates expressed that their confidence in teaching during student teaching and thereafter stems from the articulation of theory and practice that permeates throughout the program.

Concerns:

None Noted

Reading Certificate and Reading/Language Arts Specialist Credential

Findings on Standards

Based upon review of institutional reports and program documents, and interviews across constituencies, the team finds that all standards are met for both the Reading Certificate and the Reading/Language Arts Specialist Credential Program at San Diego State University.

Strengths

Candidates and graduates praised faculty for their commitment to program integrity and rigor toward the goal of ensuring effective reading/language arts instruction and leadership for all pupils and teachers.

Program Design and Curriculum - Documents and interviews demonstrated a cohesive continuum extending classroom teacher knowledge and abilities through the professional study and guided application of skills offered in the Reading Certificate and Reading/Language Arts Specialist Credential Program. Advising is consistent for all candidates and continuous through completion of the program. Candidates are prepared to serve at the classroom, school, district and county levels.

Field Experience Standard - All candidates assess and teach students representing beginning, struggling, English Only, English Language Learners, and independent readers across age and grade levels and diverse populations. Candidates tutor individual learners at the Literacy

Center's "behind the glass" and have immediate supervisor feedback following lessons, thereby ensuring that every candidate is fully competent in assessing a pupil's needs and providing highly skilled instruction.

Standards of Candidate Competence and Performance - Candidates and graduates highlight the advantages gleaned through interacting with one another as peer coaches, particularly through on-going discussion of individual case studies. Employers and graduates noted high regard for the thoroughness and consistency of program content, and practicum experiences. Candidates demonstrate competency through the capstone clinical practice and a comprehensive exam that directly reflects their professional growth. Graduates expressed confidence in being prepared to teach pupils and to engage and teach other teachers.

Concerns

None Noted

Education Specialist Credential Program
Mild/Moderate Disabilities and Moderate/Severe Disabilities, Level I
Including Internship
Deaf and Hard of Hearing, Level I
Early Childhood Special Education Level I
Physical and Health Impairments, Level I

Mild/Moderate and Moderate/Severe Level II
Deaf and Hard of Hearing Level II
Early Childhood Special Education, Level II

Findings on standards:

Based on interviews with candidates, graduates, employers, faculty, supervising teachers and field supervisors, review of documents and site visits the team determines that all standards are met with the exception of Core Standard 17, Assessment, Curriculum and Instruction as it pertains to the Physical and Health Impairment credential program.

Standard 17 in met minimally with quantitative concerns.

The authorization of the Education Specialist-Physical and Health Impairments credential is provision of services for individuals, birth to age 22. In the current coursework, candidates in the Physical and Health Impairment credential program do not receive the training to carry out the assessment responsibilities authorized by the credential for Physical and Health Impairments birth to age 5.

Strengths:

The faculty of the Education Specialist Credential Programs Mild/Moderate and Moderate/Severe, Deaf and Hard of Hearing and Early Childhood programs is to be commended for the high quality of the programs provided. Programs are known statewide and nationally and

often serve as models for the education of successful teachers. The team saw evidence to support and graduates are reported to be “ well oriented to their role as teachers, knowledgeable of curriculum and assessment, prepared to enter into collaborative practice and for what they will face in the urban classroom.”

Interviews with employers indicate the programs provided by the Special Education Department are responsive to the needs of the communities served by the University while maintaining a focus on the empirical base of professional practice. The program successfully integrates research based coursework with practical application, reflection and feedback. This process of learning provides candidates with the necessary background, preparation and confidence to enter the teaching profession. Candidates enter the classroom with great confidence and competence.

The Accreditation Team found compelling evidence that the faculty of the Special Education Department and the Deaf and Hard of Hearing Credential Program are hard working, dedicated, and outstanding professionals. Candidates stated that faculty are generous in sharing their time and expertise including ongoing support and mentoring. Candidates often sought the advice of the faculty after graduation. The part-time faculty and supervisors are carefully chosen, provided with ongoing a professional development and invited to participate and collaborate as full partners in the department and in various program areas. The collegiality across programs as well as between tenured, tenure track and adjunct faculty provides a model for candidates of what is expected in school settings.

Review of documents and faculty interviews indicate that candidates take a cutting edge core of unified courses which serve several educational specialist and general education programs. This ensures that candidates have a broad knowledge of all aspects of students in the schools. The combination of coursework and field experiences enable candidates to link theory and practice. Multiple opportunities are provided for candidates to critically reflect on effective teaching and learning in real school settings.

Interviews with graduates, candidates, employers and faculty confirm that multiple entry points or pathways into the Education Specialist are provided to ensure the Level I program is accessible to all who wish to enter the program. The cohort structure ensures that candidates are able to complete the program in a timely manner. The commitment of faculty to maintain ongoing contact with future candidates ensures timely and smooth transitions to the university setting.

The commitment to diversity and multicultural education is recognized as a strength in all education specialist credential programs. Candidates are challenged to expand their knowledge of student language and culture. It is noted that although the primary focus of the deaf program is bilingual-bicultural education for deaf students, the program gives candidates chance to be exposed to a variety of communication methodologies for deaf and hard of hearing students.

Candidates, graduates and employers indicate that field experience is carefully crafted to support the candidate in developing appropriate professional practice. Documents and interviews indicate that monitoring of candidates while in field experience is well organized and provides positive and supportive feedback to candidates. The field experience component links the empirical base to the practical realities of the classroom. Candidates leave the program with the confidence and competence to excel as practitioners.

Deaf and hard of hearing candidates expressed that their self confidence, gained from the experience in the clinic and fieldwork, strengthened their preparation for successful entry into the field. Candidates spend one to one teaching time with deaf and hard of hearing children in the clinic who represent students from the various local programs. They work with a variety of children who are deaf/blind and have other special needs besides their hearing loss in the clinic and fieldwork expands their skills for serving this student population.

Faculty success in securing grants provide support for innovative programs which provide traditionally underrepresented groups a pathway into the teaching profession. This has ensured the teaching force matches the demographics of the communities served by the program. The United States Department of Education, Office of Special Education and Rehabilitative Services Administration (OSER's) grant, "Preparing Low-Incidence Disabilities Specialists" supporting the preparation of communicative disorders specialists, educators of the deaf and hard of hearing, and special education teachers equipped to serve infants, toddlers, children and youth with low incidence disabilities was referenced by every person interviewed. The impact of this grant has a significant influence on the implementation of the program in the areas of course work, advisement, field experiences and research.

Concerns

None noted

Clinical or Rehabilitative Services Credential: Language, Speech, and Hearing

Findings on Standards

Based on interviews with candidates, graduates, employers, faculty, supervising speech-language pathologists, review of documents, and a site visit, it has been determined that all standards are met.

Strengths

In many respects, the Clinical or Rehabilitative Services Credential in Language, Speech, and Hearing is an outstanding program. Its faculty members are one of its greatest strengths. Many faculty members have national reputations, have published numerous peer-reviewed articles and books, and have secured large grants. However, faculty members are also perceived as approachable and willing to assist students. They effectively use various types of technology, including Powerpoint and Blackboard, to teach students.

The students are a second area of strength. Professors and supervisors describe students as hardworking, enthusiastic, and receptive to feedback. They are also considered well prepared for the field. Forty percent of graduate students are bilingual and 5% are trilingual, enabling them to effectively serve bilingual populations.

A third area of strength is the program's emphasis on diversity. The program offers two courses on the communicative disorders of individuals who speak Spanish and Asian languages. Faculty members also infuse diversity across the curriculum. On-campus clinical practica include opportunities for multicultural experiences and make allowances for students who speak English

as a second language. Given the diversity of the greater San Diego area, students additionally can be placed in practicum sites with children of many different cultures, often with off-site supervisors who are also bilingual. In certain instances, bilingual students have had clinical placements in other countries.

The program's strong curriculum in speech-language disorders from birth through adolescence is a fourth area of strength. Students receive extensive coursework in this age range and have the option of clinical experiences with children from infancy through adolescence.

A fifth area of strength is the variety of programs offered by the School. The School currently offers an honors program for undergraduate students, the Education Specialist: Deaf and Hard of Hearing credential, a doctorate in speech-language pathology, and is in the process of obtaining approval to start a clinical doctorate in audiology. Many of these programs potentially offer students opportunities to serve as research assistants and to obtain mentoring from doctoral students.

Recent changes in the organization of the program have the potential to become areas of strength. Advisement of graduate students has become more systematic and has been dispersed among faculty members. The graduate program also has been reorganized into blocks, which should also facilitate the advisement process.

Concern

One area of concern, as perceived by some students, is an occasionally greater emphasis on theory than on application in classes. Students express interest in obtaining more hands-on and applied learning in courses.

However, the greatest area of concern for the program is its housing in two widely separated facilities. Faculty members and clinical supervisors housed in the Alvarado Clinic have difficulty interacting with faculty located at the Communication Clinic. A common site accessible to handicapped clients for the two parts of the program would measurably increase its cohesiveness.

Health Services (School Nurse) Credential Program

Findings on Standards:

The findings and recommendations are based on data gathered from the program report, review of supporting documents and interviews with faculty, candidates, graduates, employers, supervisors, and advisory committee members. All program standards for the School Nurse Credential are met.

A. The Nursing Department is to be commended in their selection of the new coordinator for the School Nurse Credential Program. Candidates, employers, faculty, and community are enthused about changes within the program and new directions for the future.

- An advisory council consisting of the school-nursing professionals provides the coordinator with suggestions and recommendations to improve curriculum and promote best practices in school nursing and school health.

- Nursing 696, Theory and Research enables candidates to conduct research and publish in professional journals. Two candidates have published in the National School Nurse Journal this year.
- The program is offered as either a credential only program or can be taken in conjunction with a masters degree program and seems to best meet the needs of the community and the candidates rather than requiring the Masters.
- Since the last evaluation the credential program has increased from seven to 63 students and from three to 46 students in the Masters program.
- There is a sound theoretical basis relevant to the contemporary issues of school health and clinical objectives.
- There is a strong preceptor and field supervision program with clear preceptor and candidate expectations, roles and responsibilities.
- All classes are offered at the end of the instructional day, on weekends and or during summer.
- Integration of technology is evident throughout all courses and in practice. The nursing technology Laboratory appears to be one of the best on campus.
- A new student handbook has been prepared that will assist students in admission, enrollment and in successful completion of the program.
- The Nursing program has recently received a grant to research the use of PDA's (personal digital assistant) within nursing practice and is enthusiastically being embraced by candidates, employers and the nursing community.
- The physical assessment course change to the school age child, including ages 0-3 has been well received by all candidates and found to be more relevant in their practice.

Concerns

None Noted

Preliminary Administrative Services Credential and Professional Administrative Services Credential

Findings on Standards

The team examined relevant documents, supporting documentation, interviewed current candidates, program graduates, employers of graduates, part time and full time faculty, advisory committee members and University administration. The team determined that all program standards for both the Preliminary Administrative Services Credential and the Professional Services Credential were met.

The basic core program, composed of five courses, adequately addresses the content necessary for today's entry-level administrator. The requirements of 450 hours of field experience and twenty days of observations appear to be problematic. Specific outcomes based on the identified needs of the applicant could enhance this requirement.

The Unit leadership brings fairness and optimism to the department. Communication concerns are now being addressed. Resources are being allocated in an appropriate manner now but years of neglect of this department need additional attention.

Faculty is very well qualified and the adjunct staff brings a strong district based level of expertise. An appropriate evaluation process is in place.

The admission process is appropriate and complete. The cohort groups are unique in that candidates are invited to apply by District administrators. Program information is available and easily found by students. The advisement process is meeting the student needs in most cases.

The Curriculum Standards were verified as effective and complete. The field experiences are appropriate but may need to be reviewed in terms of expected quantity. The inclusion of instruction on "Children With Special Needs" does not appear to be effectively implemented by the Special Education Department. Students interviewed consistently expressed concern about this section of the program.

The collaboration with educational agencies is excellent and extensive. The support and involvement by area superintendents is outstanding! The qualifications of the supervising administrators were excellent. Guidance, assistance and feedback were again overall excellent with few exceptions.

In category V, the domains of competency, all are being addressed effectively. Standard Thirty (technology) was outstanding in terms of distance learning. The lack of access by the department to technology rich rooms appears to be problematic.

Strengths

- All staff in the department are highly qualified and extremely dedicated. Of particular strength is the number of staff who are experienced district administrators.
- Establishment of a separate Educational Leadership Department recently strengthened the department.
- The gradual building in of technology into the course work and designing of on-line courses that are interactive rather than text correspondence like courses.
- The excellent partnerships and cohort programs that have been created, with school districts, and the county office of education.
- The Unit leadership has brought a new level of optimism to the Educational Leadership Department and is much appreciated by staff.

Concerns

None Noted

Pupil Personnel Services Credential: School Counseling

Findings on Standards

The team reviewed the self-study report and supporting documents as well as held interviews with candidates, graduates, full and part-time faculty, employers, program administrators and university supervisors. All standards in the Pupil Personnel Service Credential Program: School Counseling were fully met. The Pupil Personnel Service Credential School Counseling Program has recently gone through a rebuilding process that has included the integration of the new Pupil Personnel Standards. The faculty is highly qualified and is open to recommendations for program improvement.

Strengths

The program focus on cultural and language diversity in the selection of candidates and curriculum content is commendable. Interviews with employers also confirmed that the counselors hired in their districts were well prepared and very professional. Collaboration between the University and local educational agencies was evidenced as being very effective.

Students had high praise for their program and stated that they have had multiple opportunities during their practicum and fieldwork experience to become part of the professional community. The plan of requiring a practicum component with every first year level course, followed by a well-developed fieldwork experience in the second year that included a student-to-student mentoring component was extremely effective. Interviews revealed a well-defined and effective experiential process infused throughout the program. This prepares the candidates to master an entry-level school counseling position and to continue as advocates in transforming the profession of school counseling.

Teamwork among the faculty and coordination between programs was identified as being very positive and contributing factor in the high quality of the program. The University has recognized the need to add a faculty position to the Counseling Program in order to improve the student-to-faculty ratio.

Close relationships and defined strategies with local educational agencies provide meaningful fieldwork that strengthens the students' learning and application of school counseling concepts. The utilization of fieldwork sites, where there is an active partnership between SDSU faculty and school site supervisors, allows for an outstanding experience for students. This arrangement also provides practicing school counselors access to the latest innovations in school counseling standards and practices. The university collaboration with designated school site supervisors and the support these supervisors received through networking, training and collaboration is highly commendable. The SDSU School Counseling Program philosophy is well known and articulated by candidates, graduates, full and part-time faculty, employers, program administrators and university supervisors.

A culminating experience consisted in the development of a portfolio. Students identified this requirement as one of the greatest strengths of the program. Students reported that their

involvement in design and development of the portfolio was very helpful in assessing their own personal growth and evaluation of areas where they needed improvement.

Concerns

None noted

Pupil Personnel Services Credential Programs: School Psychology including Internship

Findings on Standards

On the basis of document review, observations and interviews with faculty, field supervisors, employers, advisory committee members, recent graduates and currently enrolled students, the Team finds that all standards are fully met for the School Psychology and School Psychology Internship Programs.

Strengths

The students grow to become independent, confident, competent professionals throughout the four-year program. They have opportunities to work in the schools each year, engaging in building relationships with each other, with students at their field work sites and with other educators from the beginning of the program until the final year-long internship. They were described by supervisors as “having learned things that cannot be easily taught”, such as humility, respect and appreciation for a variety of cultures and ethnic groups, collaboration, creative problem solving, personal goal setting and passion for giving back to their communities.

Students have interesting opportunities as a result of a variety of grants, including Bilingual Education, Native American Collaboration, Urban Poverty Project, immersion programs in four cultures, and African American representation. Since 1986, the Program has gained over ten million dollars in grants, which have also provided funding support for many students' educational expenses.

The program is dynamic because it has responded to feedback from students as well as requirements for the new California Credential Standards. Program faculty have added two full-time, tenure-track faculty positions. They have collaborated with the School Counseling Department in developing shared coursework and advising and plans to hire a additional faculty member in School Counseling. There are plans to increase collaboration with the School Social Work PPS Program. Long term plans include the vision of developing a doctoral program in multicultural counseling and school psychology. This program is expected to produce educational leaders who represent diverse ethnic and linguistic groups that focus on social justice, intervention-based assessment and an ecosystems-based philosophy. Throughout these times of change, the Program maintained a consistent mission, across the curricular framework, admissions and student evaluation.

Concerns

None noted

**Pupil Personnel Services Credential:
School Social Work
Child Welfare and Attendance**

Findings on Standards

All standards are fully met for the Pupil Personnel Services Credential with authorizations in School Social Work and Child Welfare and Attendance. Supporting evidence has been obtained by the team from reviews of: institutional documents, interviews with full- and part-time faculty, university field liaisons, students, department administrators, alumni, agency field instructors, employers, and advisory committee members.

Strengths

Students, agency field instructors, employers, and graduates, indicate that coursework, field work, and integrated seminars prepare School Social Work/ Child Welfare and Attendance practitioners to work in K-12 settings and with clients from diverse socio-economic levels.

There is coordination of the School Social Work program and strong fieldwork supervision. Students, university liaisons, agency field instructors and university administrators indicate the field experiences are well monitored and include one to one and a half hours of individual weekly supervision along with monthly integrative seminars. Agency field instructors are experienced professionals who hold both the MSW and PPSC. They are committed to social work education, and are knowledgeable about the challenges of social work practice in school settings.

The School Social Work Courses provide content about school social work and child welfare and attendance issues, laws and, on occasion, provide opportunity for students to interact with knowledgeable guest speakers.

Concerns

None noted

Professional Comments

(These comments and observations from the team are only for the use of the institution. They are to be considered as consultative advice from team members but are not binding on the institution. They are not considered as a part of the accreditation recommendation of the team.)

Multiple Subject and Single Subject Credential Programs

Candidates in both multiple and single subject programs indicated that the number of units required made completion in one year problematic. The team recommends that syllabi be checked for redundancy.

The team recommends that the program provide more frequent and systematic opportunities for cross-cluster communication.

BCLAD Emphasis

The team recommends that the program enhance the preparation of candidates for the RICA test by providing those for whom English is a second language with specific strategies for reading and analyzing case studies. For these students, language differences may be a factor that interferes with their ability to rapidly and accurately discriminate what is relevant and irrelevant in a case study.

The team recommends a periodic review of course syllabi to ensure that there is limited repetition of content among courses. In addition, this review should ensure that coursework becomes increasingly complex as students move through the program.

Education Specialist Programs

In order to meet the needs of the student population, the department is encouraged to continue the development of innovative service delivery models for students with moderate/severe disabilities and physical and health impairments. In addition, the department is encouraged to continue the collaboration between the university and the community that gives candidates exposure to innovative programs that promote the transition of students with moderate/severe disabilities and physical and health impairments from school age to adulthood.

The departure of two faculty members who have moved to positions in the Dean's office as well as the inability to fill an advertised position has resulted in the increased use of part time faculty. The department is encouraged to fill the vacancies with qualified personnel in a timely fashion.

Although candidates feel that preparation in the areas of specific technology for reading and writing is adequate, they expressed an interest in having training related to other core content areas and for working with students who have recently obtain cochlear implants.

Consideration of expanding the Community Advisory Committee to include consumers and advocates who represent diverse methodologies would enhance the future direction of the program.

Clinical Rehabilitative Services

The Clinical or Rehabilitative Services Credential Program in Language, Speech, and Hearing is an extremely strong program. Its faculty members are to be commended for their excellence in research as well as concern for their students.

School Nurse

Invite all preceptors to attend a meeting once a year to review any new requirements and changes within the program. They need to be recognized for their efforts.

The employer evaluation form sent to districts regarding the qualifications of each graduate is cumbersome and needs to be shortened and made more relevant.

The candidates need more (extended) hours in the computer laboratory following class.

Reach out to the Educational Administration program and collaborate. School Nurses will become more valuable and necessary once administrators better understand their roles, responsibilities and capabilities.

Pupil Personnel Services: School Psychology

Based on interviews, review of records and student portfolios, it was apparent that opportunities were available to students to observe and learn about various disabilities and age groups. Some students and site supervisors, however, indicated the program would be enriched by including training and experience in the following areas: preschool, severely handicapped, autism, low incidence disabilities, developmental delays, group counseling strategies, behavior management strategies and observation of WISC-III administration and interpretation of WISC-III reports from previous evaluations.

Pupil Personnel Services Credential: School Social Work

Child Welfare and Attendance

The team encourages the program in its efforts to expand a more culturally and linguistically diverse candidate population.

Administrative Services

Encourage collaboration between Educational Leadership Department and Nursing Education.

Review the need for 450 hours of field experience and twenty days of observations for candidates completing the program in one year. This requirement appears to be a carryover that no longer is necessary.

Consider redeploying the current Tier Two resources to the addition of a Doctoral program and expansion of the Tier One program which is held in high esteem by candidates and districts.

It is recommended that the Special Education portion of the curriculum be implemented from within the department instead of delivered by the Special Education Department.